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ABSTRACT

Successfully implemented in 15 elementary schools, the program provides a curriculum structure, rationale, learning activities, and visual aids for teaching sixth graders about responsibility. Following an introduction, the unit presents over 20 teacher-developed lessons, black line masters, parent letters, program evaluation information, songs, a listing of appropriate films, and a bibliography. Topics include improving organizational skills, setting goals, achieving goals, appreciating differences, making responsible choices, solving problems, being courageous, being honest, and understanding body language. Each lesson is accompanied by parent letters that explain the purpose of the lesson and suggest two or three examples of what parents can do to help their child learn responsibility. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (LH)

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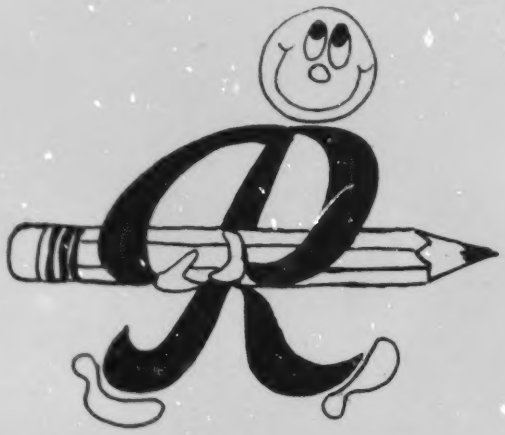

The Big R = Responsibility

[Teaching Moral and Ethical Reaponsibility]

Grade 6

SP 015 223

This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community.

Santa Clara Unified School District

MORAL AND ETHICAL RESPONSIBILITY

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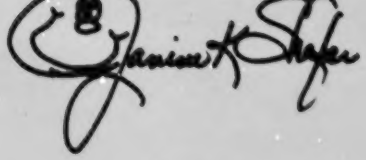
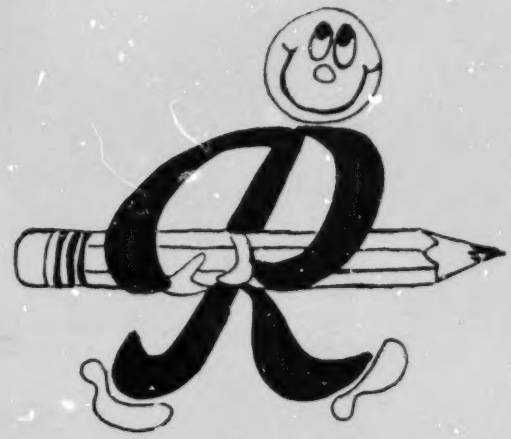


RESPONSIBILITY



The Big R = Responsibility

A curriculum structure and lessons at grade levels K-6 designed to help students:

Look at themselves
Look at choices
Look at the effect on others
Look at planning
Look at doing

Thereby building Responsibility.

DIRECTIONS

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- 15 Rules to Make Life Easier
- Evaluation September 198
- Methodolgy - Mind Mapping
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- Bibliography

The Big R = Responsibility

TEACHER'S GUIDE

What Is the Big R = Responsibility?

A structure for teaching Responsibility based upon:

Honor, Integrity, Honesty, Justice, Patriotism, Courage, Self-discipline, Rectitude, Courtesy.

At grades K-6, 20 to 25 lessons per grade level help the teachers lead discussions and activities to better understand the relationship of these values to Responsibility.

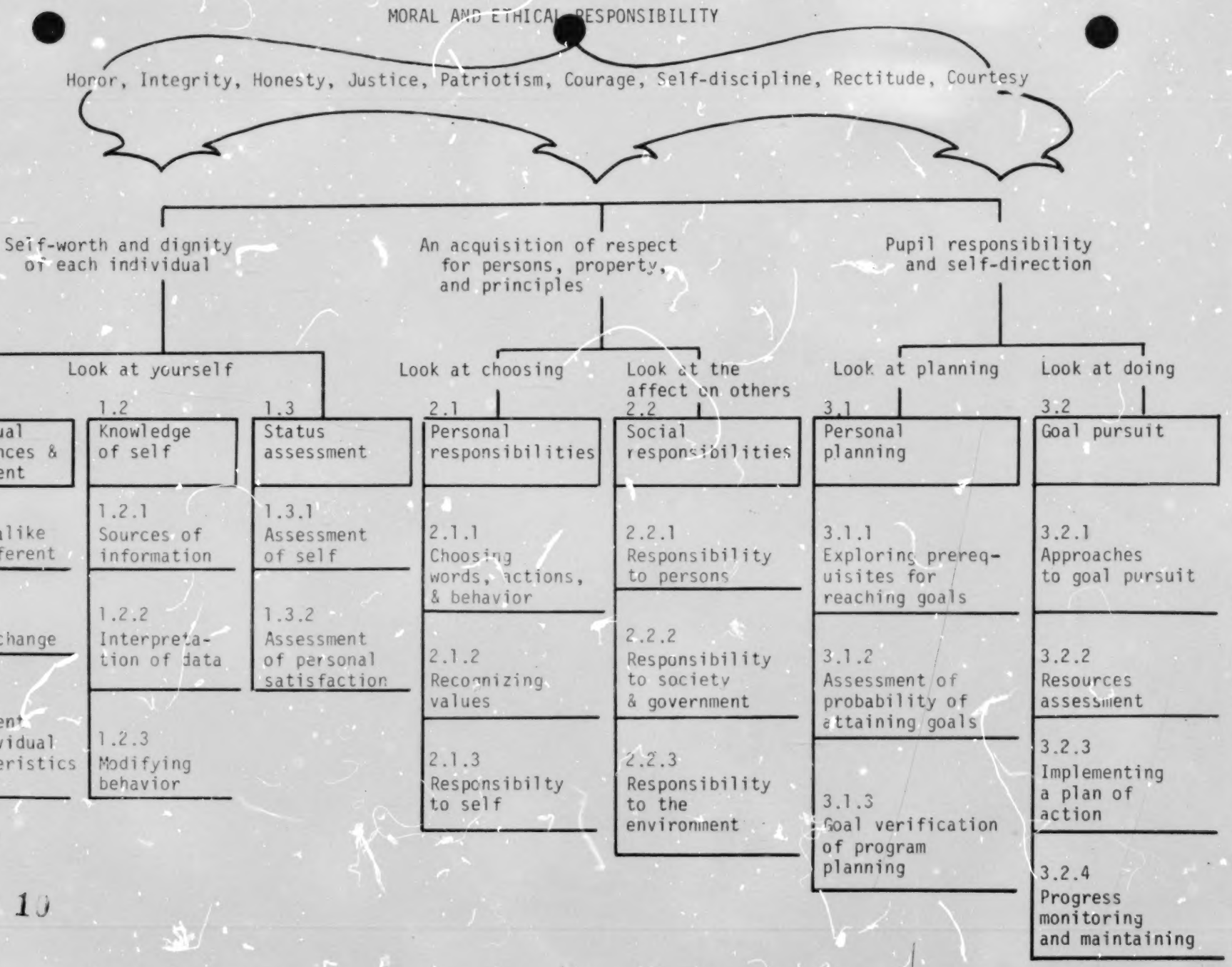
The structure of lessons at each grade level includes three (3) general goals:

Students should acquire:

1. Self-worth and dignity
2. Respect for persons, property, and principles
3. Responsibility and self-direction

Lessons give students practice to:

Look at themselves
Look at choosing
Look at the effect on others
Look at planning
Look at doing


MORAL AND ETHICAL RESPONSIBILITY
Honor, Integrity, Honesty, Justice, Patriotism, Courage, Self-discipline, Rectitude, Courtesy
Self-worth and dignity of each individual
An acquisition of respect for persons, property, and principles
Pupil responsibility and self-direction
Look at yourself
Look at choosing
Look at the affect on others
Look at planning
Look at doing
1.1 Individual differences & assessment
1.1.1 People alike and different
1.1.2 People change
1.1.3 Assessment of individual characteristics
1.2 Knowledge of self
1.2.1 Sources of information
1.2.2 Interpretation of data
1.2.3 Modifying behavior
1.3 Status assessment
1.3.1 Assessment of self
1.3.2 Assessment of personal satisfaction
2.1 Personal responsibilities
2.1.1 Choosing words, actions, & behavior
2.1.2 Recognizing values
2.1.3 Responsibilty to self
2.2 Social responsibilities
2.2.1 Responsibility to persons
2.2.2 Responsibility to society & government
2.2.3 Responsibility to the environment
3.1 Personal planning
3.1.1 Exploring prerequisites for reaching goals
3.1.2 Assessment of probability of attaining goals
3.1.3 Goal verification of program planning
3.2 Goal pursuit
3.2.1 Approaches to goal pursuit
3.2.2 Resources assessment
3.2.3 Implementing a plan of action
3.2.4 Progress monitoring and maintaining

The Big R = Responsibility

RATIONALE

Why teach moral and ethical responsibility?

We must give the students some practice in deciding how to answer the question:

What ought I to do?

The term, "an education," implies that the student will know his or her academic subjects and this introduction does not deal with enumerating those skills. However, the term, "an education," also implies that the student will act in a way positively affecting the local community and the larger society. An educated individual reflects the in-common values held by the community.

At the elementary level when a child asks him/herself: "What ought I to do?" a common answer might be to ask the child to ask another question while thinking of the specific problem/situation.

"Would you do that if your mother and/or father were standing right here?"

This self-examination relies heavily on the child having some experience with adults who have communicated to the youngsters a feeling about proper behavior who have discussed the proper thing to do under a variety of circumstances.

The elementary school years provide an opportunity for teachers and parents to pass on positive values of the culture and community at large. However, the school is concerned about the availability of parents teaching responsibility—when less and less time is spent with youngsters for a variety of reasons whether they be employment, television, or deteriorating family unit. Teaching responsibility at school is an important and necessary substitute for teaching usually done by the home.

There are 45 different languages spoken in our increasingly multi-cultured community. It is fair to all that the school clearly articulate the in-common values prized by the community at large while appreciating the values brought to the community from rich heritage and backgrounds.

The nearest the schools have come to direct instruction has been in the various forms of "values clarification," which helped individuals to examine their own and clarify the personal meanings of those values.

The school or educational institution has taken a neutral stand in inculcating values of the society. Merely to examine the beliefs and values seemed to be safe, "did not get in the way of the religious institution," and enabled parents with strongly articulated belief systems to rationalize that the school was teaching about the values rather than inculcating and indoctrinating.

Milton Rokeach states:

> "Like other components of social systems, social institutions are interrelated and interdependent. In order for societies to survive, there must be a certain amount of cooperation between them .... It is not necessary to assume, however, that all the values in which any one social institution specializes are altogether different from those of all other institutions."[1]

Dr. Rokeach goes on to say that the educational institution teaches values by its very presense, by example, in fact could not, not teach societal and educational values.

Let us agree then in what direction to place our efforts. Let us agree then to teach certain attributes, to advise our students, to teach values that we can agree upon as valuable. One of these is

to be a responsible person.

The concept of responsibility carries with it the following values:

Honor	great respect given because of worth, noble deeds, high rank
Integrity	the quality of being honest and consistently trustworthy, being a whole complete person
Honesty	the quality of being upright or trustworthy, that does not steal, cheat, or lie
Justice	the condition of being just or fair assuring that each receives in life what is earned or deserved
Patriotism	great love for one's country and loyalty to it
Courage	the quality of being able to control one's fear and so to face danger, pain, or trouble willingly, bravery
Self-discipline	to control one's behavior, self-control, orderliness, to direct oneself
Rectitude	to do the right thing at the right time, good moral character, honesty, trustworthiness
Courtesy	polite behavior, manners, consideration of others[2]

[1] Milton Rokeach, Understanding Human Values, Individual and Societal, Macmillan Publishing Co., Inc., New York, pp 259 ff.

[2] Webster New World Dictionary of American Languages Basic School Edition, World Publishing Co., Prentice Hall, Inc., Englewood Cliffs, N.J. 1979.

These values too, are interrelated with each other, i.e., honor is related to honesty, patriotism is related to courage ....

These values are not the province of only the school but shared attributes prized by the institutions of our society. These are values we not only can teach, but ought to teach. Let us teach these values. To act responsibly is to act morally and morality is the logic of action.

The Big R = Responsibility

How do you use the Big R = Responsibility?

Use the lessons as a guide in teaching students responsibility. Approximately 20 lessons have been written by Santa Clara Unified School District teachers for each grade level. These lessons are meant to act as samples or examples to give more than a nebulous idea of teaching the traditional value of responsibility. We look for teachers to react in a variety of ways in using these lessons:

1. Some teachers have never stopped teaching responsibility and will continue.
2. Some teachers need only to be told to teach: Honor, Integrity, Honesty, Justice, Patriotism, Courage, Self-discipline, Rectitude, Courtesy.
3. Some teachers will use the lessons to stimulate their imagination to make their own lessons.
4. Some teachers will use the enclosed lessons as they are written to teach responsibility.
5. Some teachers will teach all the printed lessons and develop some more based on incidents in the classroom.
6. Some teachers will modify and change each lesson to adopt it to the conditions and personalities in their classroom.
7. Some teachers will teach the lessons and personify responsibility in their actions.
8. Some teachers will do all the above.

Therefore, use the lessons as a guide.

The Big R = Responsibility

Where to teach the Big R = Responsibility

Teach responsibility in the social studies. Use time usually allocated to the social science curriculum to teach all the elements of responsibility. Do not replace the social studies curriculum, but add to it by placing emphasis in teaching responsibility.

Each time the curriculum is modified in any way a number of teachers ask: If you want me now to teach Responsibility, as you have outlined, what shall I not teach that I was teaching before?

An answer often given by curriculum writers is to say: Infuse it into the curriculum or make the presentation of these ideas pervade everything you teach. Another popular answer today is to say: Use Time on Task ideas to make better use of your time so that you can work into the curriculum the teaching of Responsibility.

You cannot afford to not teach Responsibility. Teach it all day by your actions. Teach it by expecting high standards from your pupils.

For people who need a specific answer: Teach Responsibility in the Social Studies.

The Big R = Responsibility

TEACHER'S GUIDE

The concept of responsibility carries with it the following values:

Honor	great respect given because of worth, noble deeds, high rank
Integrity	the quality of being honest and consistently trustworthy, being a whole, complete person
Honesty	the quality of being upright or trustworthy, that does not steal, cheat, or lie
Justice	the condition of being just or fair, assuring that each person receives in life that which is earned or deserved
Patriotism	great love for one's country and loyalty to it
Courage	the quality of being able to control one's fear and so to face danger, pain, or trouble willingly, bravery
Self-discipline	to control one's behavior, self-control, orderliness, to direct oneself
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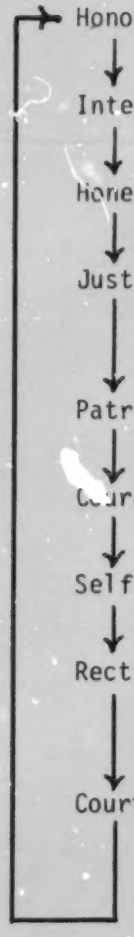
These values interrelate with each other, i.e., honor is related to honesty, patriotism is related to courage ....

These values are not the province of only the school but shared attributes prized by the institutions of our society. These are values we not only can teach, but ought to teach. Let us teach these values. To act responsibly is to act morally and morality is the logic of action.

What is responsible behavior ?



Honor	An honorable person has worth
Integrity	and is a whole, complete person, consistently trustworthy,
Honesty	does not steal, cheat or lie . . .
Justice	believes in being just and fair through a legal system linking all people of the country,
Patriotism	the community and the family by being
Courage	brave, and learning to control one's fears by
Self-discipline	controling one's behavior . . .
Rectitude	to have a sense of doing the right thing at the right time
Courtesy	in consideration of others and to show the highest regard to others by honoring those who show these qualities.

Lesson: TEACHERS' GUIDE (Lesson Title Location) 3 - 5

Third Grade Lesson, the fifth in the series

Objectives

The overall lesson objective will be written in this location.

Materials

- All materials you will need are listed in this space.
- If you find you need other special materials that you already have that relate well to the lessons, please write these into this space along with the location in your school.

Activities

A variety of activites will be written in this location that suggest what to say, examples to use, work pages to use, follow-up activities available. Add other new activities as they are appropriate to your class.

Illustration:
A rich variety of characters, sayings, and art ideas appear throughout the work. Use them in any way you wish: Bulletin boards, pins, logo, badges—copy them on the chalkboard, make rubber stamps. The illustrations make the work graphically pleasing and provide a visual affect to get across the idea!

Evaluation

An evaluation statement appears in this location, following the activity section. It will list the criteria for telling you if the student understands the idea.

LESSONS

RESPONSIBILITY
Sixth Grade

Look at Me! 6-1

Getting Organized 6-2

Getting Things Done 6-3

How Much Time Does It Take? 6-4

Goal Setting 6-5

Responsibility and Its Values 6-6

People I Admire and Why 6-7

I Am Responsible 6-8

Improvement Begins with "I" 6-9

Achieving A Goal 6-10

Appreciating Differences 6-11

Making Responsible Choices 6-12

Review of Goals 6-13

How I Solve Problems 6-14

It Takes Courage 6-15

The Pledge of Allegiance 6-16

Being Honest 6-17

We've Got Initiative 6-18

Get the Message - Voice 6-19

Get the Message - Body Language 6-20

Certificate of Accomplishment 6-21

Lesson: LOOK AT ME!

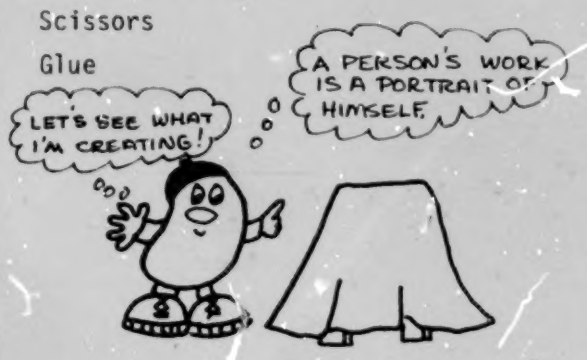
6-1
1 of 2

Objectives

The students will be able to identify positive traits in themselves.

Materials

Drawing paper
Construction paper
Crayons, felt pens
Scissors
Glue

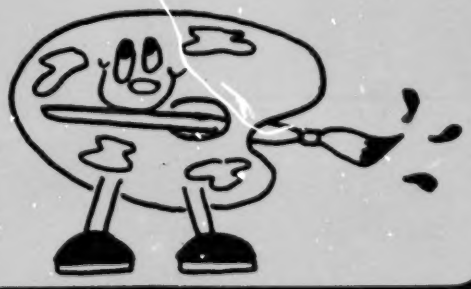


Activities

1. Draw a self-portrait.
   a. Explain that a portrait is the face of a person.
      1) Ask them to capture the physical traits of one's self.
         a) hair style
         b) freckles
         c) eye color
         d) smile
2. Using cut letters, calligraphy, or any artistic lettering, have the student write his/her first name down the side of a paper.
   a. After each letter, write a positive trait about themselves.

      Examples:

      1) smile
      2) always happy
      3) makes friends easily
      4) likeable
      5) intelligent
      6) sensitive
      7) athletic



Activities

b. Elicit list of traits from students and write them on chalkboard.

3. Display artwork on the bulletin board.

This would be a good way to introduce your class to each other the first week of school.

It would also be an idea for Open House.

N EAT

A RTISTIC

M AKES MARVELOUS MUFFINS

E NERGETIC

Evaluation

The student will demonstrate his ability to identify positive traits in him/herself by drawing his/her portrait and his/her name chart.

Parent/Student Activity

Lesson: LOOK AT ME!

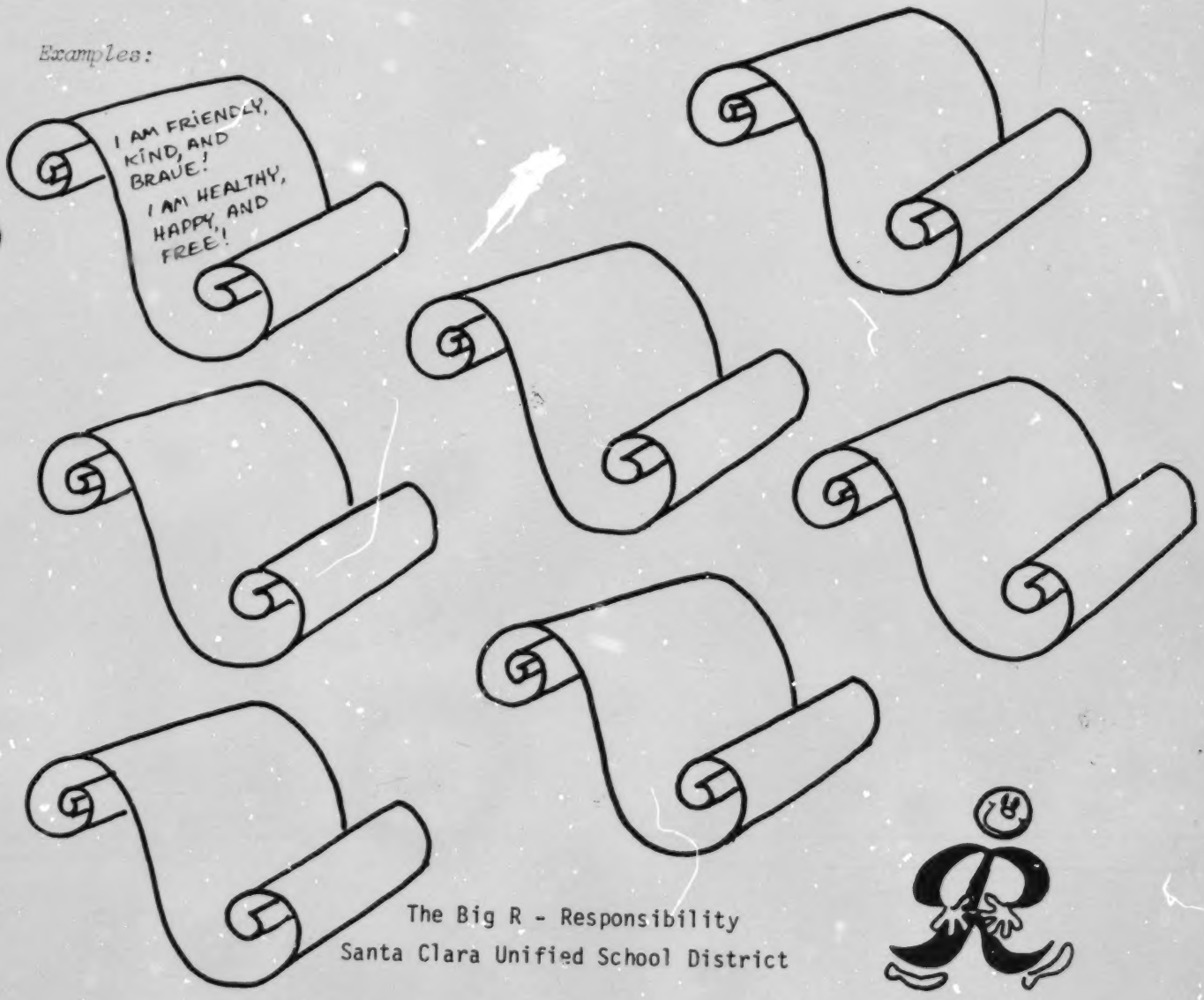
Dear Parents:

Our Big R lesson today was about identifying positive traits about ourselves.

Here is how you can help your child better understand this idea.

Let family members create mottos that describe themselves.

Examples:



The Big R - Responsibility
Santa Clara Unified School District

6-1

Lesson: GETTING ORGANIZED

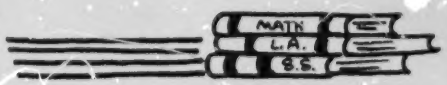
Objectives

The students will become more aware of the importance of developing an organizational system for school use.

Materials

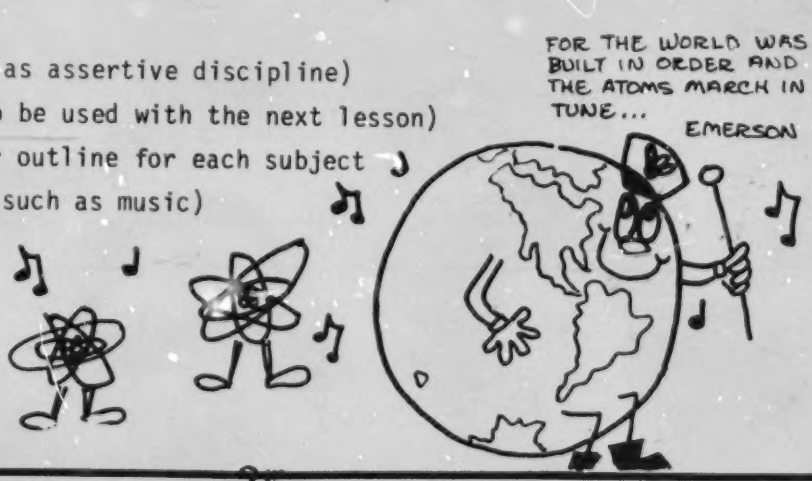
Binder with dividers
Folders

Teacher's note: Use whatever materials are appropriate for your classroom.

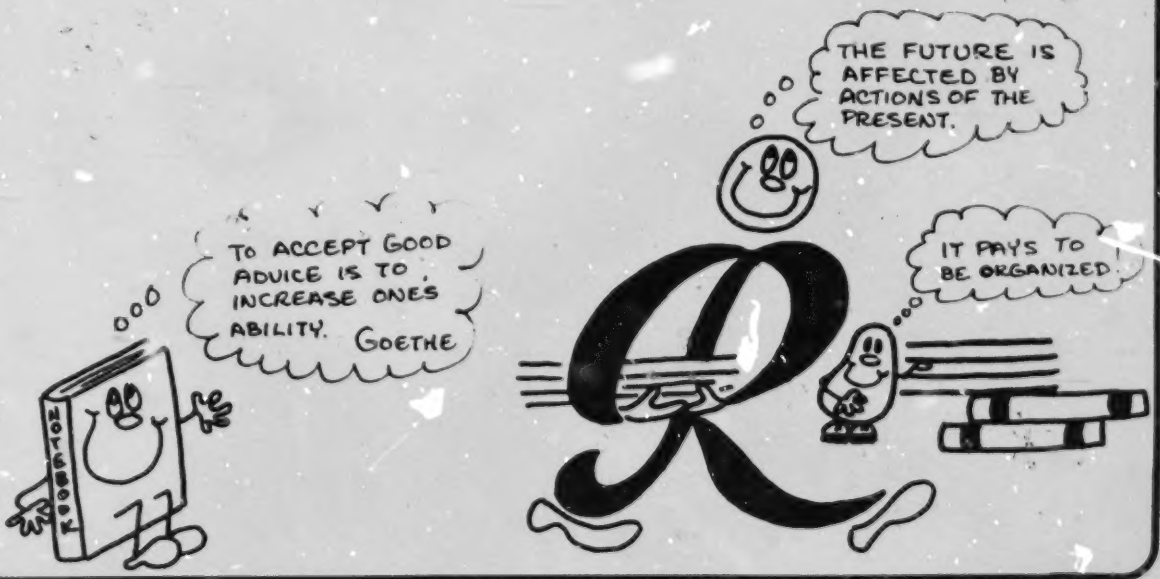


Activities

1. Help the student develop an organizational system for:
   a. reading
   b. math
   c. language arts
   d. social studies
   e. other (add whatever is appropriate)
2. The teacher will give students copies of appropriate classroom materials which he/she would like kept in their organizational systems.
   Examples:
   a. class rules (such as assertive discipline)
   b. daily schedule (to be used with the next lesson)
   c. course of study or outline for each subject
   d. special schedule (such as music)
   e. other



Activities


THE FUTURE IS AFFECTED BY ACTIONS OF THE PRESENT.
TO ACCEPT GOOD ADVICE IS TO INCREASE ONES ABILITY. GOETHE
NOTEBOOK
IT PAYS TO BE ORGANIZED

Evaluation

Students will show understanding of an organizational system by developing a system of their own for school use.

Parent/Student Activity

Lesson: GETTING ORGANIZED

Dear Parents:

Today we are beginning a lesson organization. This is part of a special program on developing an awareness of responsibility. You will see the "Big R" for Responsibility on lessons throughout the school year.

Please take time with your child this week to discuss his/her organization system for this school year. A binder with dividers or folders for each subject would be appropriate.

What your child uses to organize is not as important as <u>being</u> organized and knowing how to find the papers for each subject.

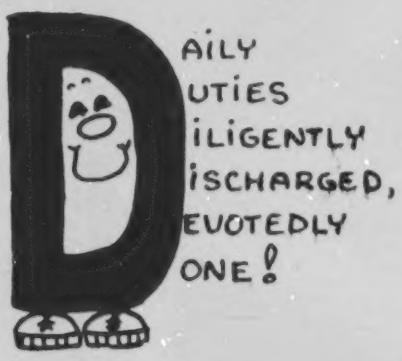
Please discuss with your child what materials he/she will need to get organized this year. I will be checking his/her organizational system next week.

Thank you for your support.

Lesson: GETTING THINGS DONE

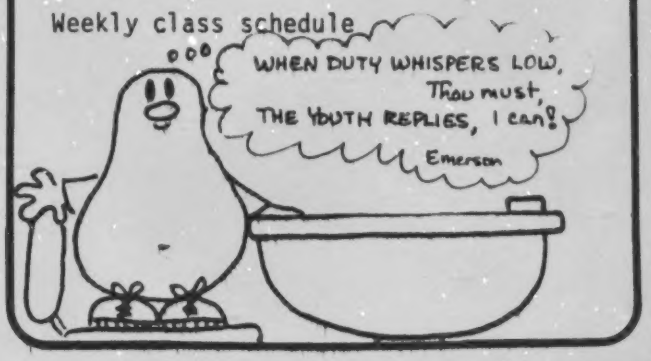
Objectives

The student will know the classroom schedule, and use it in personal planning of school activities.



Materials

Paper
Pencil/pen
Chart or poster paper
Felt pen
Masking tape
Worksheet
Weekly class schedule



Activities

1. Make a wall chart showing the classroom schedule for typical week.
   Examples:
   a. bell times
   b. subjects
   c. recesses
2. Duplicate the weekly schedule and give each student a copy to tape to or place in desk, or other accessible permanent place.
3. Using the practice worksheet, students will refer to the schedule and decide appropriate times for the listed activites.

Discussion:

1. Talk about the choices made on the worksheet.

Evaluation

The students will learn the classroom schedule as demonstrated by using it to complete the worksheet.

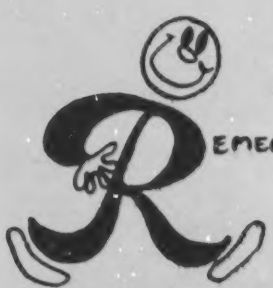
Worksheet

Lesson: GETTING THINGS DONE

Name _____

Directions: Read the activites below. Refer to your class schedule and decide where on the schedule each would fit best. On the blank beside each activity write the day or days, and hour, or name of subject period when you would do this activity. If it is best not to do it at school, write <u>after school</u>.

_____ 1. Working math class work.
_____ 2. Doing spelling workbook.
_____ 3. Talking to friends about a movie.
_____ 4. Getting teacher's help in English.
_____ 5. Finding out what is for lunch.
_____ 6. Reading Social Science assignment.
_____ 7. Reading a book for book report.
_____ 8. Deciding what's wrong with bicycle.
_____ 9. Finding something in encyclopedia.
_____ 10. Studying spelling words.
_____ 11. Playing football.
_____ 12. Looking up science definitions.
_____ 13. Playing an Atari game.
_____ 14. Using the restroom.
_____ 15. Cleaning and straightening your desk.
_____ 16. Writing a letter to a friend.
_____ 17. Doing English homework.
_____ 18. Choosing a library book.
_____ 19. Eating a candy bar.
_____ 20. Passing out invitation to a party.



sUccess NEEDS U!

Lesson: GETTING THINGS DONE

Dear Parents:

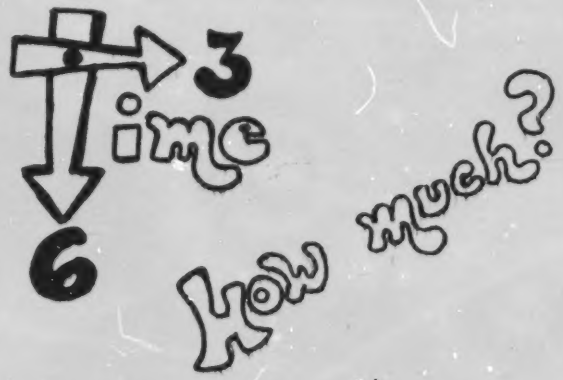
Our Big R lesson today was about organizing to get things done. Here is how you can help your child better understand this idea.

Using the form below, suggest that your child make a sign for his/her bedroom door. Encourage your child to be creative in thinking of a slogan (such as you see on the left) which will help him/her stick to his/her schedule.

Lesson: HOW MUCH TIME DOES IT TAKE?

Objectives

The students will determine the time required to achieve goals and understand the importance of time management.



Materials

Worksheet

Activities

1. Explain the need for sufficient time to achieve goals.
2. Elicit from students the time required for the following tasks:
   a. Walk to school.
   b. Clean bedroom.
   c. Complete homework.
   d. Go to movies with friend.
   e. Eat an ice cream cone.
   f. Complete a reading lesson in class.
   g. Wear out a pice of chewing gum.
   h. Eat a hamburger.
   i. Play on an organized team like softball, soccer, etc.
   j. Watch T.V.

3. After the worksheet has been completed, draw attention to "total" time column and have students figure out how much time they have available for new goals by subtracting total time from 120 hours covered in his/her chart.

Activities

4. Discuss with students how to utilize data gained from worksheet, such as:
   a. Could you start another activity?
   b. Where can you save time?
   c. Should you drop an activity?
   d. Do you feel comfortable with your use of time?
   e. Do you feel you want more free time? More structured time?

FIND TIME STILL
TO BE LEARNING...
Marcus Aurelius

Evaluation

The students will show understanding of time management by analysis of their worksheet and class discussion as observed by the teacher.

Worksheet

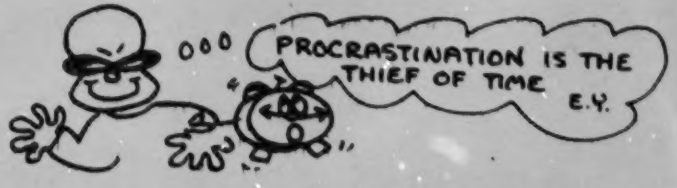
Lesson: HOW MUCH TIME DOES IT TAKE?

Name _____

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Sleeping					
Eating					
Going to school					
Homework					
Watching T.V.					
Working (paper route, etc.)					
Scouting - organized activity					
Other					
Other					
Other					
Totals					

* 24 hours per day

** 120 hours per week (5 days)



Parent/Student Activity

Lesson: HOW MUCH TIME DOES IT TAKE?

Dear Parents:

Our Big R lesson today was about using time wisely.

To help your child better understand the concept of time, you might enjoy doing the activity below.

Develop a time line for the important events in your life. Let any/all family members do this activity.

Example:

Born 11/29	Lisa born 1/2	Started school	Got dog Snoppy	Hit first homerun	Went to camp	Went to Disneyland	Got all A's
1971	1975	1976	1977	1978	1979	1980	1981

The Big R - Responsibility
Santa Clara Unified School District

6-4

Lesson: GOAL SETTING

Objectives

The student will develop an awareness of the importance of goal setting and will write goals

- (Save students work in this lesson to use in the review lesson #13.)

Materials

Drawing paper
Crayons, colored pencils, or felt pens
Worksheet
Chalkboard

Activities

Discussion:

1. Explain what goals are and why they are important.
   a. A goal is a statement of purpose stating who, what, when - has a measurable outcome.

   Examples:

   a. Writing what you plan to do.
   b. Organizing your thoughts.
   c. Planning your schedule.
   d. Helping to get things done.

2. Talk about different kinds of goals.
   a. School goals
      1) Improve in math
      2) Pass all reading tests.
      3) Complete homework on time

Activities

b. Home goals
   1) Keep my room clean.
   2) Get up early.
   3) Make my bed.

c. Special goals
   1) Take piano lessons.
   2) Join a soccer team.
   3) Join church choir

3. Writing your goals (mind mapping)
   a. Have students write one or more goals for each of the three categories. (See Sample Goals - sketch on the chalkboard)

Follow-up:
Use the papers from 3. for Lesson #13. Save the above papers and use for a review in Lesson #13.

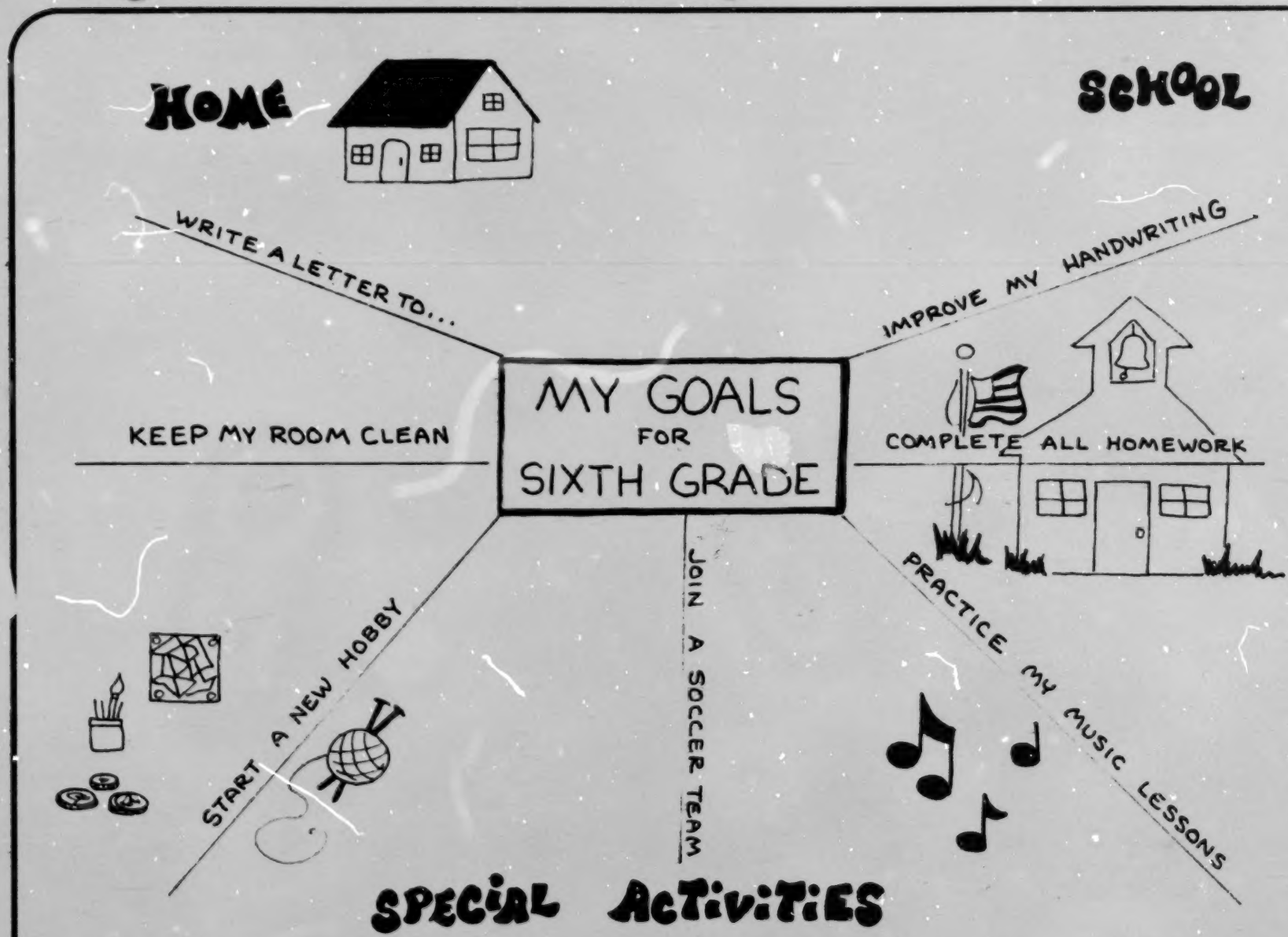
IS PART OF

GOAL!

Evaluation

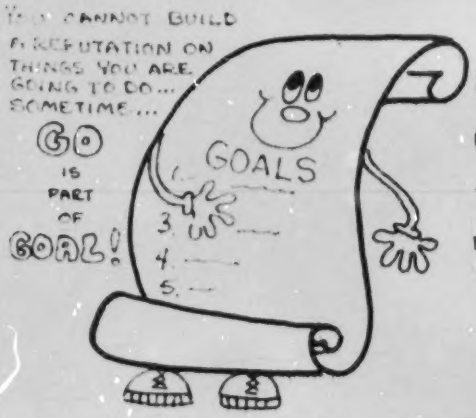
The student will demonstrate an awareness of goal setting by writing goals.

Sample GOALS:



Parent/Student Activity

Lesson: GOAL SETTING



Dear Parents:

Our Big R lesson today was about setting goals.

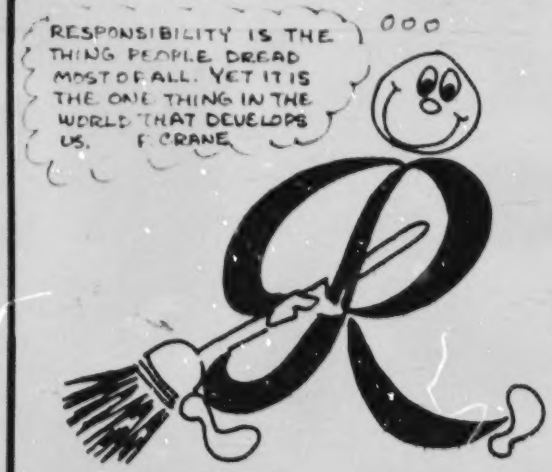
To help your child better understand this idea, you might do the activity below.

Let family members cut out magazine pictures of things they would like to do. Paste the pictures below to make a collage to put on the refrigerator.

Lesson: RESPONSIBILITY AND ITS VALUES

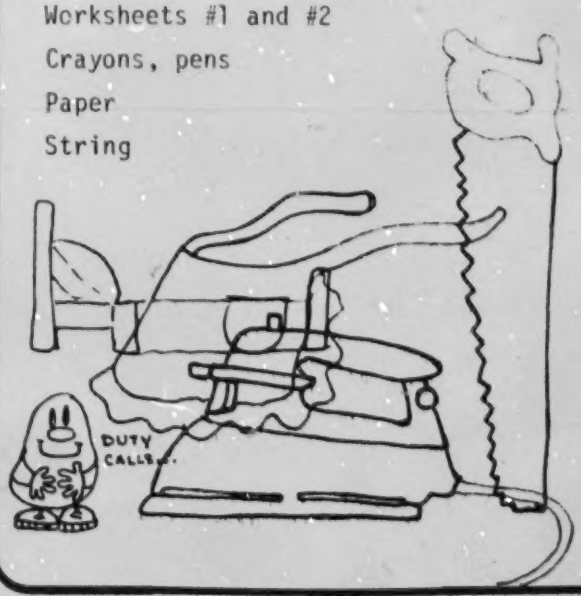
Objectives

The students will become familiar with the values inherent in responsibility.



Materials

Worksheets #1 and #2
Crayons, pens
Paper
String



Activities

Discussion:

1. Talk over the meaning of values (as defined on the following page).

Activities:

1. Have students work alone or in small groups to develop a mobile to depict a value or values (based on the discussion in #1).
2. Have students write a poem on one of these values. This could be a haiku, cinquain, limerick, free verse, etc.

   Examples:

   a. See Riders on the Earth, pp 30-31
   b. Macmillan English - Grade 5, pp 68-69

The concept of responsibility carriers with it the following values:

Honor	great respect given because of worth, noble deeds, high rank
Integrity	the quality of being honest and consistently trustworthy, being a whole complete person
Honesty	the quality of being upright or trustworthy, that does not steal, cheat, or lie
Justice	the condition of being just or fair assuring that each receives in life what is earned or deserved
Patriotism	great love for one's country and loyalty to it
Courage	the quality of being able to control one's fear and so to face danger, pain, or trouble willingly, bravery
Self-discipline	to control one's behavior, self-control, orderliness, to direct oneself
Rectitude	to do the right thing at the right time, good moral character, honesty, trustworthiness
Courtesy	polite behavior, manners, consideration of other[2]

---

[1] Milton Rokeach, Understanding Human Values, Individual and Societal, Macmillan Publishing Co., Inc., New York, pp 259 ff.

[2] Webster New World Dictionary of American Languages Basic School Edition, World Publishing Co., Prentice Hall, Inc., Englewood Cliffs, N.J. 1979.

Worksheet

Lesson: RESPONSIBILITY AND ITS VALUES

Name _____

Seek 'n Find

T	C	E	R	O	P	Z	I	T	R	U	O	C	C	I	N	G
Y	C	O	H	M	S	I	T	O	I	R	T	A	P	B	E	D
A	O	I	F	Y	G	Z	N	B	I	S	I	L	L	A	D	C
G	U	R	E	S	P	O	N	S	I	B	I	L	I	T	Y	O
E	R	T	N	O	H	E	S	R	D	U	W	M	X	H	T	U
C	A	R	T	E	S	Y	J	K	T	I	Q	V	O	A	I	R
I	G	F	E	L	S	J	U	S	T	L	P	N	N	U	R	T
T	E	C	O	U	E	G	A	R	A	G	E	Z	W	M	G	E
S	O	N	E	N	I	L	P	I	C	S	I	D	F	L	E	S
U	C	I	P	L	I	R	E	C	T	I	T	U	D	E	T	Y
J	N	D	X	O	N	B	D	Y	E	S	T	Y	A	B	N	C
D	I	S	C	I	P	E	A	S	Y	P	A	T	R	I	I	N

Find 'responsibility' and its nine 'values' by searching forward, backward, across, down and diagonally. Then write the word with its meaning below.

1. _____ is polite behavior.
2. _____ is bravery.
3. _____ is love for one's country.
4. _____ is not stealing, cheating, lying.
5. _____ is great respect.
6. _____ is the quality of doing the right thing at the right time.
7. _____ is the quality of being whole, complete, and trustworthy.
8. _____ is self control.
9. _____ is the condition of being fair.

Lesson: RESPONSIBILITY AND ITS VALUES

Dear Parents:

Our Big R lesson today was about the values inherent in the concept of responsibility.

To help your child better understand this idea, you might do the following activity.

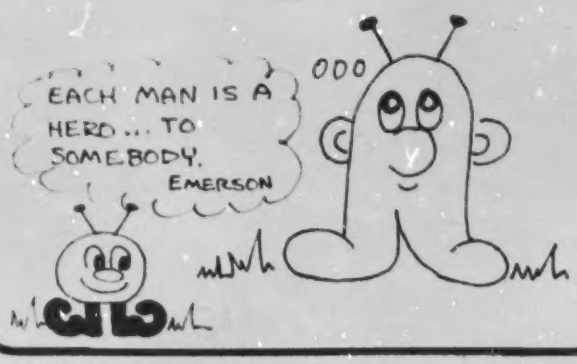
Have your child read each expression and relate it (by discussion) to one of the values on the left.

1.	Honor	- honest as the day is long
2.	Integrity	- lend a helping hand
3.	Honesty	- bound by his word
4.	Justice	- you can always count on him/her
5.	Patriotism	- the will of a mule
6.	Courage	- I must do what I must
7.	Self-discipline	- to fight the unbeatable foe
8.	Rectitude	- carefully weigh the evidence
9.	Courtesy	- ask not what your country can do for you, ask what you can do for your country.

Lesson: PEOPLE I ADMIRE AND WHY

Objectives

The student will be able to recognize and identify positive traits in others.



Materials

Story - Someone to Brag On
Paper, pen, pencil (Worksheet #1)
Magazines/Newspapers for collage (Worksheet #2)

Activities

Discussion:

1. Teacher asks the students to close their eyes and think of someone they admire - someone you respect or look to as important in your life. This person could be older than they, the same age, or younger, someone at home, at school, at church, a relative, or a friend.
2. Without telling the name of the person, ask why the student admires this person.
   a. Explain "traits" - ask the students to decide what trait is being shown.
   Example:
      1) The student says "He is always willing to help me when I need help." The trait could be "dependability" or "thoughtfulness."
   b. List the traits on the board.

Activity:

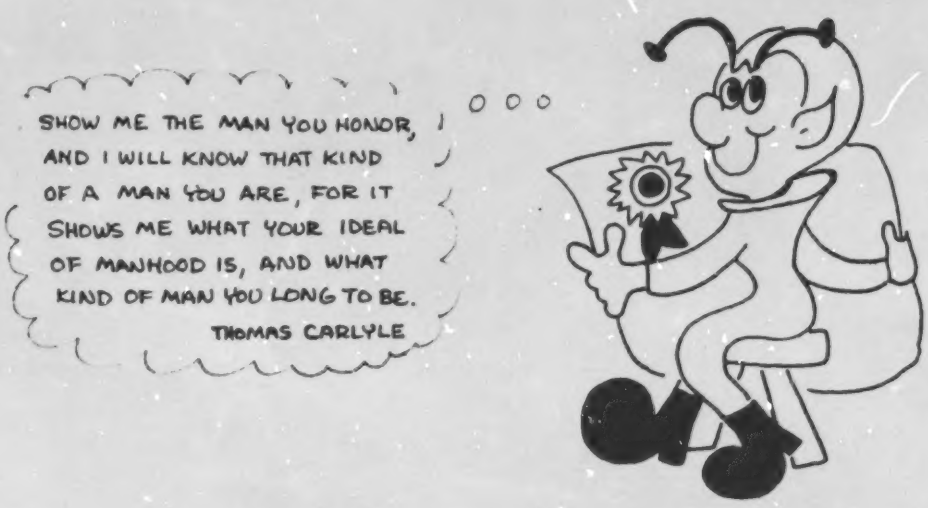
1. The students will read and then do a book review from an autobiography or biography.
   a. Have the students report on the person's admirable traits.

Activities

Worksheet Directions:

1. Mind map - Worksheet #1 (see reference for mind mapping)
   a. Teacher will read the story "Someone to Brag On" to the class.
   b. The students will start with the core idea of "People I Admire and Why" (or one person and his/her traits).
   (This can be used for an oral or written presentation.

2. Collage - Worksheet #2
   a. Using newspapers, magazines, cut out pictures of people doing different things.
   b. Label the traits you think these people may be exhibiting.


SHOW ME THE MAN YOU HONOR, AND I WILL KNOW THAT KIND OF A MAN YOU ARE, FOR IT SHOWS ME WHAT YOUR IDEAL OF MANHOOD IS, AND WHAT KIND OF MAN YOU LONG TO BE.
THOMAS CARLYLE

Evaluation

The students will demonstrate the ability to identify positive traits in other as measured by participation in class discussion and completion of selected activites.

Worksheet #1 Lesson: PEOPLE I ADMIRE AND WHY

Name _____

Read the story "Someone to Brag On" to the class. Use the questions at the end of the story to stimulate class discussion. (This can be used for an oral or written presentation.)

Mind mapping:

A MAN'S LEDGER DOES NOT TELL WHAT HE IS, OR WHAT HE IS WORTH. COUNT WHAT IS IN MAN, NOT WHAT IS ON HIM, IF YOU WOULD KNOW WHAT HE IS WORTH — WHETHER RICH OR POOR.
H.W. Beecher

In a search for an important ancestor to portray in a school program, Rona Belgrave discovers—

Someone to Brag On

by Dawn C. Thomas

Rona Belgrave ran up the apartment-house steps, her long legs taking the stairs three at a time. When she reached her floor, she unlocked the door and dashed into the living room, looking for the family picture album. She found it on the bottom shelf of the bookcase and flopped on the couch to look through the pages.

"We must have some outstanding ancestors here somewhere," Rona said to herself. As she turned the pages she checked the writing on the back of each picture, pausing to study the photograph of her look-alike cousin who still lived in Barbados.

Rona turned the page. "Lots of faces I've never met," she thought, "but I've heard a lot about some of you!" After an hour of checking and double-checking, Rona gave up in disgust. "No hope of finding anything here," she thought.

"Hello, Rona," Mrs. Belgrave said as she came into the room. She had entered the apartment so quietly that Rona didn't know she was there.

"Mom, am I glad to see you! I can really use your help."

"What's up now?"

"We're having an ancestors' day at school. Everyone in my class is supposed to find out about an ancestor who did something special and then talk about it for a program in the auditorium. And do the kids in my class have ancestors! Jimmy Reddick can trace his family back to Sir Walter Raleigh. And Esau, the girl we nicknamed

Pocahontas, is really a descendant of Sacajawea. It's hard to believe." Rona shook her head.

"Sounds as if you have quite a job on your hands," Mrs. Belgrave said and then asked, "Where are your brothers?"

"Alan and Brian said they'd be at the community center until about five-thirty."

"Good. You'll have a chance to tell me more about this ancestor project."

"Well, Miss Evers suggested that our class do something to show how many different kinds of people there are in the United States. We do have an interesting collection of kids in our class. And everybody thinks it's a fantastic idea." Rona twisted the end of her ponytail on her finger.

"I guess you must be one of the few children in your class who wasn't born in the United States," Mrs. Belgrave said. "Do you feel strange about that?"

"Oh, no." Rona laughed. "I just want to be sure that our family is represented in this ancestors' show."

Just then Mr. Belgrave, neat in his postal uniform, arrived home from work and greeted his wife and daughter. "Is this some kind of conference?" he asked, smiling.

"Mom and I were just talking about my latest problem," Rona explained.

"Is that money or spelling?" teased Mr. Belgrave.

"Nothing like that this time." Rona looked directly at her father and said, "Just find me an ancestor I can brag on."

"What?"

Mrs. Belgrave winked at her husband. "You heard her, John. Rona is looking for an ancestor she can brag on. I've thought and thought. We have people to be proud of, but I don't think that's what she means."

Before Mr. Belgrave could answer, Alan and Brian bounced into the living room.

"How come everybody is zonked out in the living room?" Brian asked.

"Your sister is wrapped up in another school project," Mrs. Belgrave explained.

"Maybe you guys can come up with an idea," Rona said. "I've got to dress up as one of our ancestors and talk about what that ancestor did that was important. The idea is to share with others something of your heritage."

"That's a corny idea," Alan said. "Who cares about somebody who lived a hundred years ago?"

"Yeah," Brian agreed, "and I bet everybody is going to outlie everyone else."

"You're just jealous because your teacher doesn't have such great ideas," Rona said sharply.

"Cool it, kids," Mr. Belgrave interrupted. "Let's postpone this discussion. Right now we'll all have to pitch in and get supper ready. This is the night for my accounting class, and I don't intend to be late." He laughed. "That is, with all due respect to our ancestors."

That evening when Mr. Belgrave had gone and the boys were busy with homework, Rona and her mother sat down to talk.

"I don't know what to suggest, Rona." Mrs. Belgrave shook her head. "We have no one famous in our family, just hard-working people."

"It's not so important that we have a *famous* person," Rona said slowly. "The idea is that the ancestor had an interesting life and made a contribution to a particular way of life."

Mrs. Belgrave thumbed through the family album. Suddenly she stopped and smiled. "I've got it!" she cried.

"What have you come up with this time?" asked Brian. He left his homework and walked over to his mother.

"Rona," Mrs. Belgrave said excitedly. "You can be a nutseller!"

"A nutseller? What's that all about?" Rona looked at the picture in the album. She saw a woman wearing a long dress with an apron. Atop her head was a basket. "Oh, no!" she exclaimed. "That looks like Aunt Jemima right off the pancake box."

"That's not Aunt Jemima," Brian said indignantly. "That's Great-grandmother Sobers. Even I know that!"

"Well, what's she doing with that thing on her head? And just look what she's wearing!" Rona shook her head in disgust.

"Well, Miss High-and-Mighty, how do you think I got through school? How do you think we managed to have even a small house in Barbados?" Mrs. Belgrave sighed. "You have no idea about being poor, Rona. When times were hard your great-grandmother gathered nuts and made candies. She put that basket on her head, walked forty miles to town, and sold candy and nuts to the tourists. Talk about pride! Talk about strength! She really kept this family going. She *is* someone to brag on!"

Mrs. Belgrave continued to tell wonderful stories about Great-grandmother Sobers, but nothing impressed Rona. By the time Mr. Belgrave returned, Rona was sulking in the kitchen.

"What's up with Rona?" he asked his wife.

Mrs. Belgrave gave Rona's opinion of Great-grandmother Sobers. "Even though Rona says she doesn't need a famous ancestor, she's still putting too much emphasis on a famous name or title. She's forgetting it's what a person does that's important."

"Well, I think the story of Great-grandmother Sobers is an excellent idea, Rona," he called to her.

Rona came into the living room with her head down, lips slightly puckered. She knew better than to challenge her father's word, but she was obviously unhappy.

The next morning Rona slouched in her chair and picked at her bacon and eggs while her father spoke to her.

He said, "You know, Rona, your Great-grandmother Sobers was important to this family. Your mother and I will help you develop the idea. Maybe your brothers and I could give you some back-up music with our steel band. I think a nutseller is the best idea for the school program."

In school when Miss Evers called the roll and wrote down the ancestor each pupil had chosen, Rona found herself saying she would be Great-grandmother Sobers. Rona was afraid she would look ridiculous as a simple country woman with a basket on her head, but she wanted to be in the program.

Every evening for the next week Rona rehearsed her role as Great-grandmother Sobers. Mr. Belgrave helped Rona learn all about the life of a nutseller. And there was a lot to learn. Rona was surprised to find out that she couldn't just put a basket on top of her head. There was an art to balancing it properly.

"Well, girl," said Mr. Belgrave one evening, "it's not so easy to carry this thing off." The basket had fallen from Rona's head for the fifth time. "Great-grandmother Sobers did it with ease. You must practice walking with the right rhythm. And remember to hold your head high. Your great-grandmother was a proud person."

Rona looked at her father, and her eyes filled with tears. "You just don't understand!" she shouted as she ran out of the room. She couldn't be a silly thing like a nutseller when the other kids all had so much to be proud of. How dumb she would look!

Rona's misery increased in the days that followed. She wished only that the program was over and done with.

At last it was the night of the school program. Rona was the only one in her class with a family waiting backstage to help her. Jimmy Reddick went onstage dressed as Sir Walter Raleigh, and next came a girl who was related to Mary McLeod Bethune. Then it was Rona's turn.

She walked slowly out onto the stage, hoping no one would laugh at the way she was dressed. She began her speech hesitantly. "We," Rona said, "are Americans from Barbados in the West Indies. Here in New York City many blacks can trace their roots to Barbados. And our first black congresswoman has the same roots of which I am so proud."

To Rona's surprise, she saw smiling faces in the audience, and applause filled the auditorium. "So tonight," she continued, "my family and I would like to show you what we're all about."

Rona ran offstage, and Mr. Belgrave placed a small pad on her head. On top of that he put the basket full of candy and nuts.

"This is absolutely the corniest thing on the program," Rona muttered. Then, taking a deep breath and remembering to walk as if she had carried a heavy load for miles, Rona returned to the stage followed by her father and brothers. There was loud applause when the Belgraves appeared with their musical instruments.

"Great-grandmother Sobers was a nutseller," Rona announced. "When the crops failed and money was scarce, my great-grandmother gathered nuts, made candy, and walked forty miles to town with a basket on her head. Tonight we will show you just what she did to earn money so that our family could survive."

The music of the steel band rang out, and Rona began to sing the West Indian song she had rehearsed. Suddenly she had an idea. Still singing, she walked off the stage and down into the audience. Reaching up into the basket, she took a handful of nuts and began giving them to people in the audience. She sang on and even began to make up verses. No doubt about it, the Belgraves were the hit of the evening!

When the program was over and parents and children were congratulating each other, Rona made her way through the crowd to hug her parents. "I can't believe that people are so much alike the world over," she exclaimed. "Richard Smith's grandfather just told me that he helped his family during hard times by selling newspapers. Janice Tyler's father is still a pushcart peddler up in East New York."

"Then I guess it's not so strange," Mrs. Belgrave smiled, "that we should be proud of Great-grandmother Sobers."

Mr. Belgrave joined in. "I guess lots of people have ancestors who did something outstanding, even though it may seem to have been in a small way."

"Right." Rona laughed. "Like a proud great-grandmother with a basket on her head."

Talking It Over

1. Why did Rona's parents consider Great-grandmother Sobers important to them? Why did Rona disagree with them? Do you think her reasons were good ones? Why?

2. How did the people in the audience react to the Belgraves' presentation? How did their reaction affect Rona?

3. What did Rona mean by, "I can't believe that people are so much alike the world over"? Do you agree with this? Why?

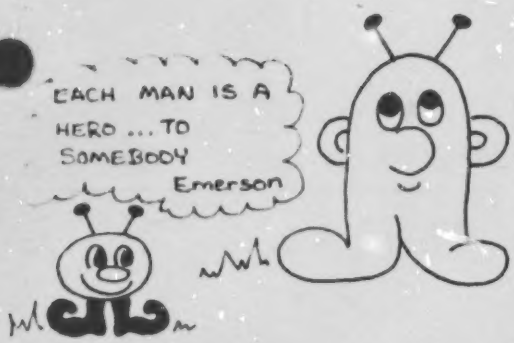
From: Discoveries, Scott, Foresman and Company, Glenview, Illinois, 1972

Worksheet #2

Lesson: PEOPLE I ADMIRE AND WHY

Name_____

Collage:



Lesson: People I Admire and Why

Dear Parents;

Our Big R lesson today was about identifying positive traits in others.

Here is how you can help your child better understand this idea.

Discuss with your child someone - a family relative or friend - that you think is special. What does his person say or do that makes him/her special to you? Try to think of as many traits as you can that this person exhibits (such as honesty, perseverance, courage, etc.).

(This is an optional activity.) If you would like to have your child share with the class about this special person, please encourage him/her to do so in our next class discussion.

Lesson: I AM RESPONSIBLE

Objectives

The students will be able to recognize traits in themselves.

Materials

Worksheets #1 and #2
Paper
Pens
Pencils
Crayons

RESOLVE, STRENGTH, COURAGE, AND PERSISTENCE ARE PARTS OF RESPONSIBILITY.

RESPONSIBILITY IS FIRST A MATTER OF PERSONAL DEVELOPMENT.

D. CURTIS

Activities

Discussion:

1. Review the meaning of the word "responsibility" as discussed in the previous lesson (6-5) RESPONSIBILITY AND ITS VALUES.
2. Have the students think of ways that <u>they</u> show responsibility at home, at school, in their daily life . . . .

Activity:

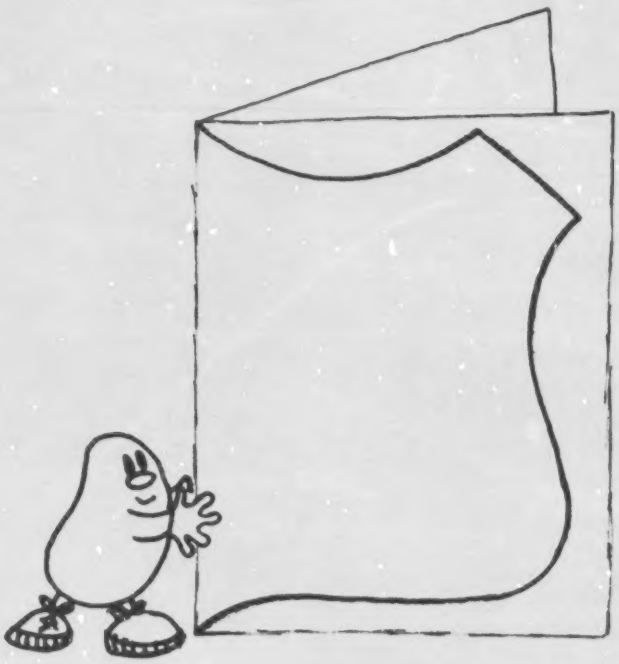
1. Divide the class into groups. Each group pantomimes a way of showing responsibility.
   a. The class tries to guess what each group is pantomiming (or role play with dialogue).

Activities

Worksheet Directions:

1. Mind map - Worksheet #1 (see reference on mind mapping)
   Have the students start with "I am responsible . . ." Then have them show different ways that they can show responsibility on the mind map.

2. Shield or crest - Worksheet #2
   Have the students make a shield or crest showing some of their important responsibilities. (They can design their own shield by folding a paper in half length wise. Draw half of the shield - on the fold - then cut and open)



Evaluation

The student will demonstrate that he/she is able to recognize responsible traits in her/himself by participating in the activities outlined.

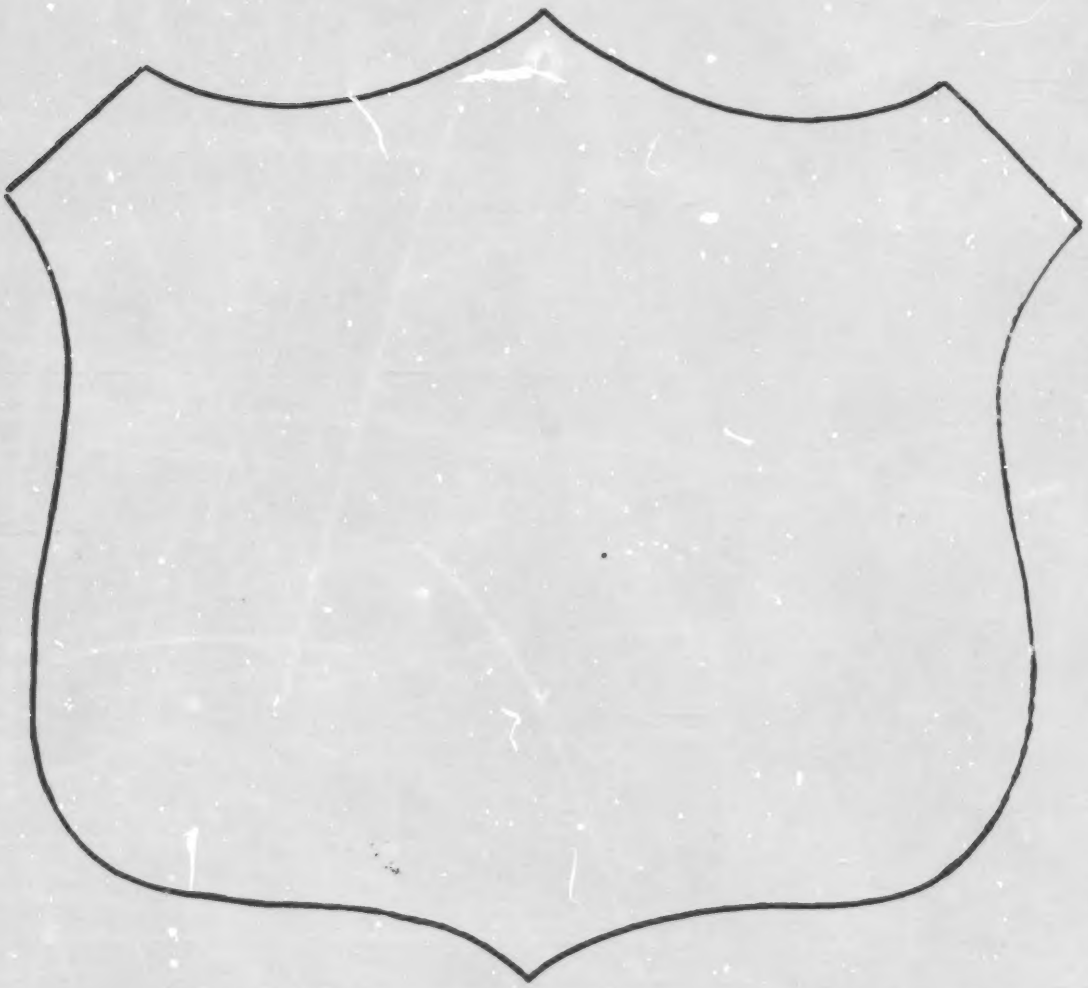
Worksheet #1 Lesson: I AM RESPONSIBLE

Name_____

I am

Worksheet #2 Lesson: I AM RESPONSIBLE

Name _____



Lesson: I AM RESPONSIBLE

Dear Parents:

Our Big R lesson today was about identifying traits of responsibility in ourselves.

To help your child better understand this idea, you might want to do the activity below.

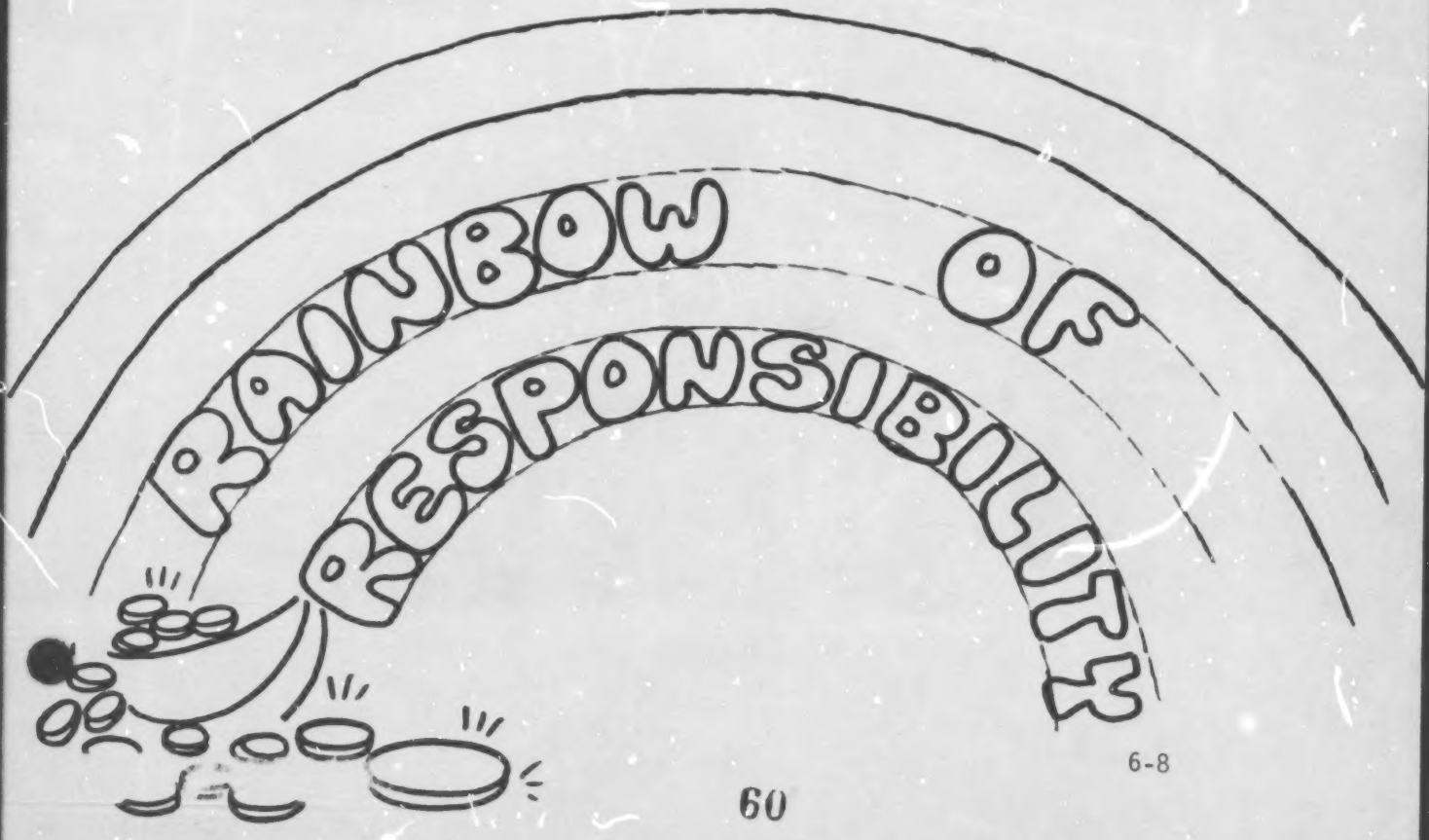
Have your child think about ways he/she demonstrates responsibility at home.

Examples:

1. Feeding the dog
2. Washing the dishes

List each responsiblity on the line at the end of the rainbow.

Have him/sher color, cut out and display the rainbow.

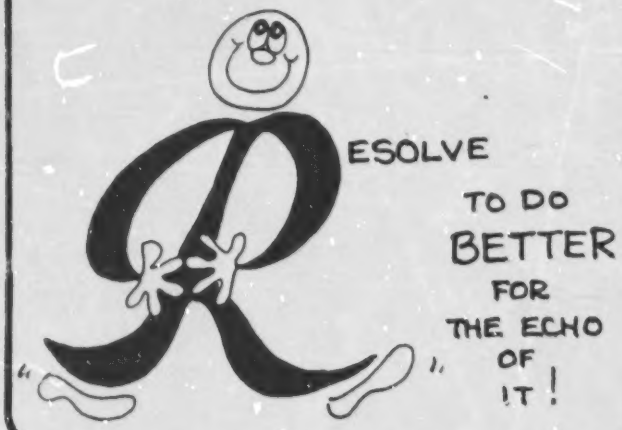


Lesson: IMPROVEMENT BEGINS WITH "I"

6.9
1 of 3

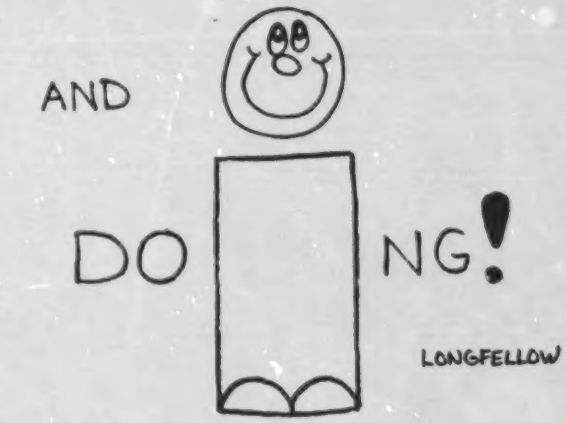
Objectives

The students will learn to use a self-checklist to assess their own performance and identify needs for improvement.



Materials

Worksheets #1 and #2



Activities

1. The students will use Worksheet #1 to evaluate their school performance.

2. The students will complete Worksheet #2 (this worksheet will be used in the next lesson - Achieving a Goal).

Evaluation

The student will indicate at least two tings he/she does well and at least two items that need improvement.

Worksheet #1 Lesson: IMPROVEMENT BEGINS WITH "I"

Name _____

Student Self-checklist

Directions: Think about the way you do things at school. Then answer each statement by marking an "X" in the box which you think describes you best.

		Almost Always	Usually	Seldom	Hardly ever	
1.	I pay attention to directions.					
2.	I complete my work on time.					
3.	I do assignments willingly.					
4.	I take part in class discussions.					
5.	I keep my materials organized.					
6.	I think that I can do the assignments.					
7.	I make excuses for not doing work.					
8.	I am pleased with my work.					
9.	I leave assignments at home.					
10.	I blame others when I don't do well.					
11.	I do my work without disturbing others.					
12.	I stop working before time is up.					
13.	I decide what to do quickly and do it.					
14.	I put off starting an assignment.					
15.	I am afraid to try new things.					
16.	I am too tired to do good work.					
17.	I worry whether people like my work.					
18.	I know how to look up things.					
19.	I am sure of the classroom rules.					
20.	I keep my desk clean and neat.					
21.	I am polite.					
22.	I am considerate of others' feelings.					
23.	I take good care of classroom materials and equipment.					
24.	I worry that someone might laugh at me.					
25.	I try to do my best.					

Worksheet #2 Lesson: IMPROVEMENT BEGINS WITH "I"

Name_____

Part I

Think about your answers on the checklist and choose three things you do very well. List them below.

Things I do very well:

1._____

2._____

3._____

Part II

Look at your answers on the checklist again. Find three things that you would like to improve. List them below.

Things I would like to improve:

1._____

2._____

3._____

Lesson: IMPROVEMENT BEGINS WITH "I"

Dear Parents:

Our Big R lesson today was about improvement in skills beginning with ourselves.

To help your child better understand this idea, you might have your child complete the declaration below:

I BEGIN NOW!

TODAY WILL _____

TODAY WILL _____

NOT TOMORROW, BUT TODAY
'LL DO IT TODAY,
AND
'LL begin NOW!

Lesson: ACHIEVING A GOAL

Objectives

The students will determine several possible ways to achieve a goal and choose one way to work on achieving the goal.

Materials

Worksheet

...BUT TO ACT THAT EACH TOMORROW BRINGS US FARTHER THAN TODAY!

LONGFELLOW

Activities

Discussion:

1. Hand back Worksheets #1 and #2 from Lesson 6-9.
2. Hand out the Worksheet from this lesson "Achieving a Goal."
   a. Briefly go over this worksheet.
3. Divide class into small groups of two, three, or four students. Have each group work together to help each other think of possible ways to achieve the things each student wants to improve.

Evaluation

The students will list several possible ways to improve and make a choice on how he/she will improve in three specific areas.

Worksheet

Lesson: ACHIEVING A GOAL

Name_____

Note: Use this worksheet with the worksheets from Lesson 6-9.

Part I

List from the worksheet in Lesson 6-9 the three things you would like to improve. After each one, list two or three possible ways to improve each. You may work on this individually or in a small group.

THINGS I WANT TO IMPROVE	POSSIBLE WAYS TO IMPROVE
1.	
2.	
3.	

Part II - Making a choice

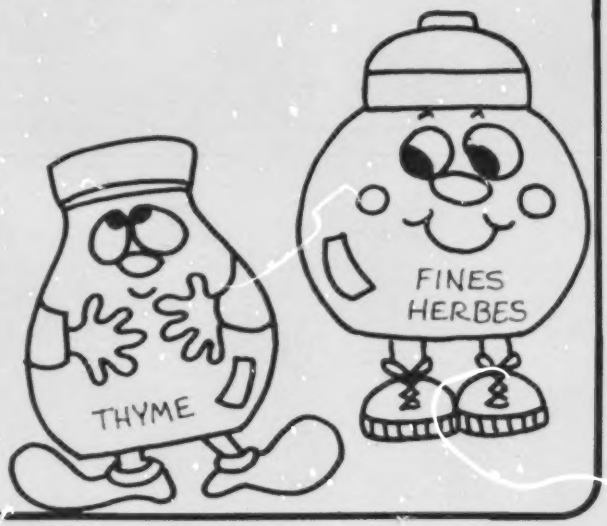
Now you know some possible ways to make improvements. Look over the possibilities and choose one in each area that YOU think would work best for YOU. Put a star by your choices.

CAN!

Lesson: APPRECIATING DIFFERENCES

Objectives

The student will become more aware of individual differences.



Materials

Paper

Activities

Introduction:

School rules have changed over the years as people have become more understanding of individual differences. There was a time when girls were not allowed to wear slacks or jeans to school; they had to wear dresses or skirts. There was also a time when long hair on boys became a big issue in the schools.

Discussion:

1. Read the story Kelly High Horse to the students.
2. Stress appreciation of individual differences in the class discussion.
   a. How do you think Kelly felt? the other students? the teacher? the principal?
   b. How do you think the school would act toward Kelly today?

   Example:

      1) Rules have changed.

   c. Why do you think the rules are different today?

   Examples:

      1) Society changes.
      2) People more mobile.

3) Laws
4) Mores
5) Change

d. How are you different from others in this class? How are we alike?

e. Can you think of other people you have known who have different ways of doing things?

Example of religious and political differences for use with 3. (List on board.)

1) Not saluting the flag.
2) Not celebrating holidays.
3) Celebrating different holidays.

Example of cultural differences for use with 3. (List on board.)

1) Using eating utensils differently.
2) Eating different foods
   a) vegetarians
3) Style of dressing
   a) western
4) Roles of men/women
5) Language
   a) accent

f. Can you think of a time when you had to change your mind about someone who was different from you? Did you learn something new?

3. This activity can be done with an individual, partners, or a small group.

a. Using the list from 2.e., illustrate a problem and a solution using a cartoon format.

1) An 8½" x 11" paper could be folded in thirds to show each cartoon frame.
2) This could be done with pictures only, or pictures and dialogue.

Activities

Kelly High Horse

Kelly High Horse was Sioux Indian boy of ten years. He had attended the school on the reservation until he reached fifth grade. At that time, Kelly had to transfer to the city public school because the Reservation School only went to fourth grade.

On Kelly's first day of school he dressed in his new Levi jeans and shirt. Only one thing distinguished him as a Sioux -- his shoulder length, straight black hair. Kelly was very proud of his hair because it was considered a symbol of his coming manhood by the Sioux tribe. It also came in very useful when he danced with the other warriors in the traditional Sioux dances at the ceremonial meetings.

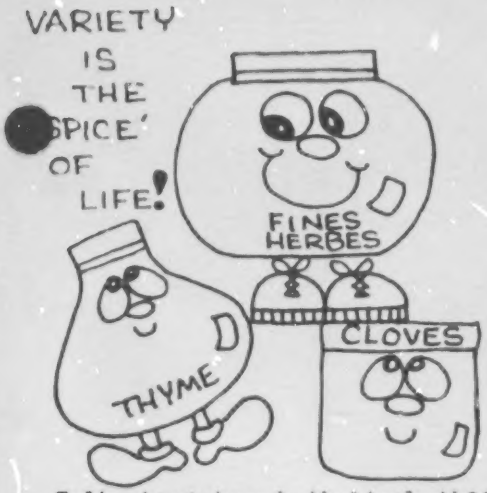
His thoughts turned to his need to hurry and catch the school bus. He thought, "This is my first day of school and it is going to be exciting to meet all the new people."

Later in the morning, Kelly entered his classroom and chose a seat near the teacher's desk. The class began with the teacher saying "good morning" to all the students. When she got to Kelly she noticed that his hair was much longer than school rules allowed for boys. After work began, she called Kelly aside and told him to go talk to the principal.

The principal told Kelly that his hair was too long, and that if he did not get it cut by the next day, he would not be allowed to return to school.

Evaluation

The student will recognize conflicts in individual differences by naming at least one.



Lesson: APPRECIATING DIFFERENCES

Dear Parents:

Our Big R lesson today was about recognizing and appreciating individual differences.

To help your child better understand this concept, you might want to do the activity below.

Talk about how individual differences make us more interesting to each other. Encourage your child (or you might do one for your child) to complete the I-AM-GRAM stating unique qualities that are appreciated within your family.

WESTERN UNION
I-AM-GRAM

I AM GLAD I KNOW YOU STOP

I LIKE YOUR _____

_____ STOP

I LIKE THE WAY YOU _____

_____ STOP

_____

SIGNED

Lesson: MAKING RESPONSIBLE CHOICES

Objectives

The students will become aware of the elements that go into making responsible social choices.

Materials

Drawing paper
Pencils
Crayons

Activities

Discussion:

1. Read the story about the Tinkers Family to the students.
2. What are some situations in which you must make a choice?

   Examples:

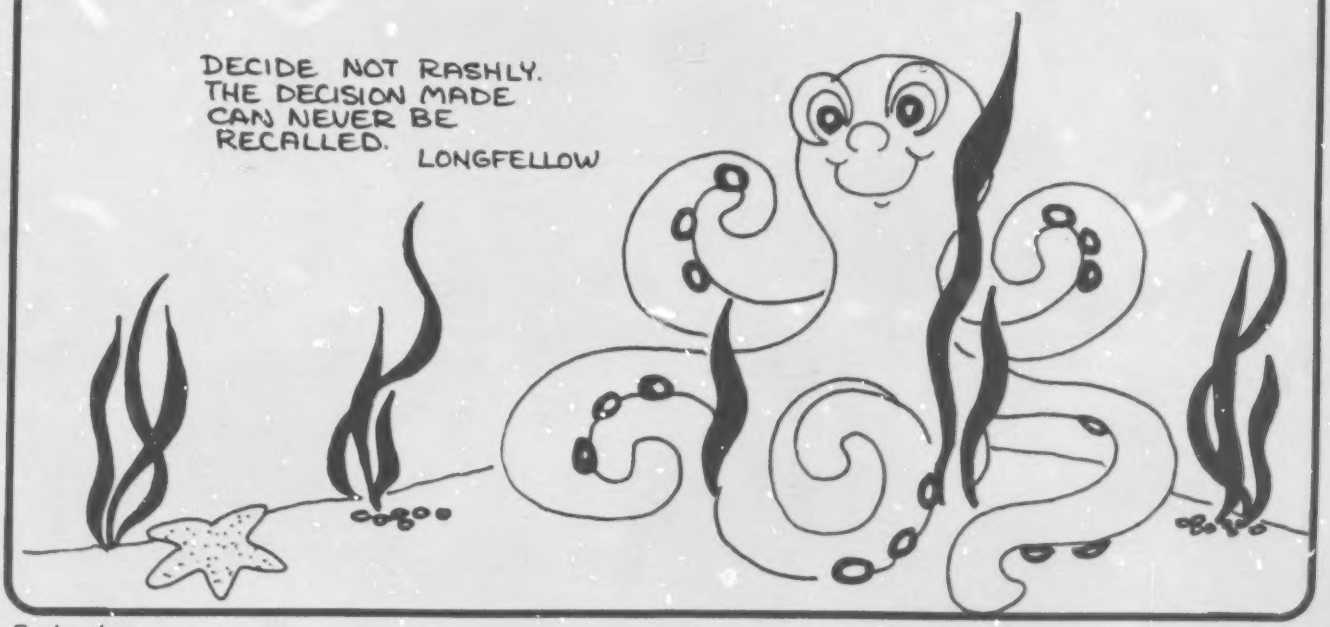
   a. You want your ears pierced; your parents say no. (applicable to both sexes.)
   b. You want to go to a boy/girl party. Parents say no.
   c. Your friend offers you a cigarette.
   d. All your friends are getting a crew cut (or dyeing hair). You don't want to.
   e. You want to stay out later than your parents allow.
   f. You want a dog and your parents don't.
   g. You have a report to finish for tomorrow and a birthday party to go to tonight.
3. You may wish to place this list of sample questions on the board (or ditto).
   a. Am I doing this to be part of a group?
   b. Is it something I really am comfortable doing?
   c. What might happen if I do it?
   d. What might happen if I don't do it?

Activities

e. How do my friends feel? How concerned should I be about their feelings?
f. How do my parents feel? How concerned should I be about their feelings?
g. Is it possible to make a choice that pleases everyone and myself?
h. Are there times when you're glad your parents make a choice for you?

Activity:

1. Each student is given a paper which is folded into four parts. The student draws a cartoon in the first section of a conflict where a choice needs to be made.
2. Then the papers are passed to the next student, who must also draw a solution in the second section.
3. The papers are passed again to another student, who draws another solution to the problem. (If desired, rotate the paper another time.)
4. Point out that there is usually more than one solution to a conflict.



Evaluation

The students will demonstrate their ability to make responsible choices by participating in the class discussion and class activity.

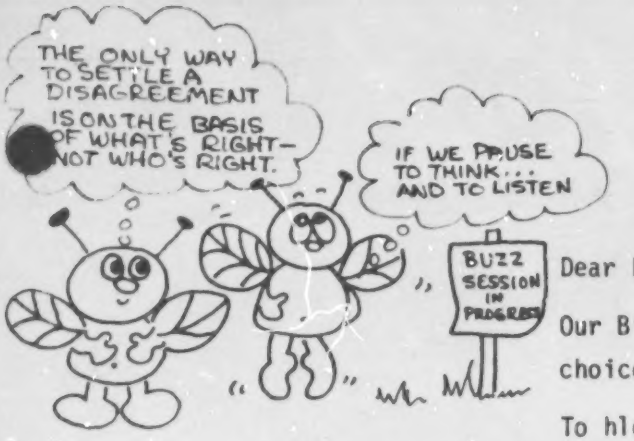
Tinker Family Story

Explain to the class that he/she is going to read to them a real life situation about a problem that a family had with school rules. They are to listen carefully because some questions will be asked at the end of the story.

The Tinkers were a family that lived in Iowa. They were against the war in Vietnam. They decided to wear black armbands during Christmas as a symbol of their feelings.

The Tinker children went to school in the Des Moines School District. The school district passed a rule that said that students couldn't wear black armbands. But the Tinker children wore them anyway. The children were suspended and were not allowed to go back to school until they stopped protesting the war in Vietnam.

The students might be interested in knowing the outcome to the Tinkers' problem. The Supreme Court voted in 1966 by a vote of 5 to 4 for the Tinkers. The court did not feel that wearing armbands interrupted the education of other students. The court said that the students, like adults, have a constitutional right to freedom of expression of their beliefs.


THE ONLY WAY TO SETTLE A DISAGREEMENT IS ON THE BASIS OF WHAT'S RIGHT- NOT WHO'S RIGHT.
IF WE PAUSE TO THINK... AND TO LISTEN
BUZZ SESSION IN PROGRESS

Lesson: MAKING RESPONSIBLE CHOICES

Dear Parents:

Our Big R lesson today was about making responsible choices.

To hlep your child better understand this concept, you might want to do the activity below.

Topics that were discussed briefly in class today were:

- Pierced ears
- Boy/girl party
- Smoking
- Crew cuts or dyeing hair
- Getting a dog (pet)

This is an age where peer pressure plays an increasing important part in your child's life. This would be a good time to listen to your child's opinion on these topics and, if you feel strongly, express your feelings so there is no mistake about how you stand on these issues. Work at keeping the discussion door open.

The Big R - Responsibility
Santa Clara Unified School District

Lesson: REVIEW OF GOALS

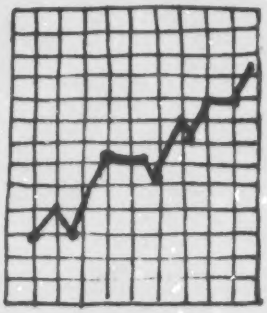
6-13

Objectives

The students will review his/her goals from Lesson 6-5 and make appropriate changes.

Materials

Worksheet - Goal Setting 6-5
Worksheet - Review of My Goals 6-13



Activities

1. Hand back the goal worksheet from Lesson 6-5.
   a. Discuss this worksheet.
2. Hand out the worksheet "Review of My Goals."
   a. Discuss how to use this worksheet by carefully reading the directions and discussing how to review and evaluate the Lesson 6-5 goals.
   b. Stress that is all right to delete or add goals.
3. Make a list of the new goals either by making another sketch (as in Lesson 6-5) or writing them neatly in outline form.
4. Save all the papers from Lesson 6-5 and this lesson for the final review in June.

Evaluation

The students will demonstrate the importance of reviewing goals and up-dating goals, by completing the worksheet.

Worksheet #1 - p. 1 Lesson: REVIEW OF MY GOALS

Name_____

Directions for Review of My Goals - Midyear:

1. Look at the goals you wrote in Lesson 6-5.
2. Write each goal on this worksheet. Use only the spaces you need. The entire worksheet does not need to be completed.
3. Under each goal, write what you accomplished.
   a. Did you complete the goal?
   b. Do you need to continue to work on the goal?
   c. Is the goal no longer important to you? If so, you need to stop working on it. If you want, you could write another goal in its place.

Goals at SCHOOL:

Goal 1_____

a. How did you do on this goal?

_____

b. What are you going to do with this goal for the remainder of the year?

_____

Goal 2_____

a. How did you do on this goal?

_____

b. What are you going to do with this goal for the remainder of the year?

_____

Goal 3_____

a. How did you do on this goal?

_____

b. What are you going to do with this goal for the remainder of the year?

_____

Worksheet #1 - p. 2 Lesson: REVIEW OF MY GOALS

Name_____

Goals at HOME:

Goal 1_____

a. How did you do on this goal?

_____

b. What are you going to do with this goal for the remainder of the year?

_____

Goal 2_____

a. How did you do on this goal?

_____

b. What are you going to do with this goal for the remainder of the year?

_____

Special Activity Goals:

Goal 1_____

a. How did you do on this goal?

_____

b. What are you going to do with this goal for the remainder of the year?

_____

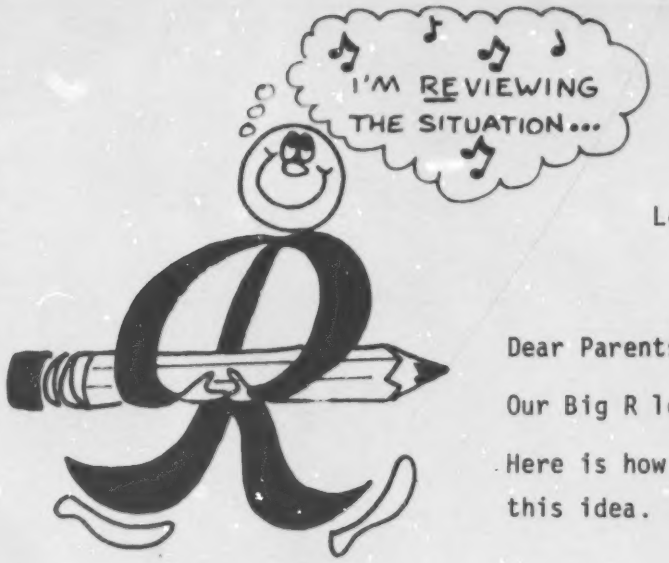
Goal 2_____

a. How you do on this goal?

_____

b. What are you going to do with this goal for the remainder of the year?

_____



Lesson: REVIEW OF MY GOALS

Dear Parents:

Our Big R lesson today was about reviewing goals.

Here is how you can help your child better understand this idea.

Ask you child to share with you his copy of the goals he/she wrote in September.

Discuss it with him/her.

a. Were the goals realistic?
b. Did he/she achieve them?
c. Give praise for those achieved, and encouragement for those not yet achieved

Help your child plan some new realistic goals.

The Big R - Responsibility
Santa Clara Unified School District

Lesson: HOW I SOLVE PROBLEMS

6-14

Objectives

The students will understand that individuals solve problems in different ways.

The students will be able to identify the method by which they best solve problems.

Materials

Worksheet
Pen
Pencils

Activities

Discussion:

1. Explain/discuss three ways to solve problems at school:
   a. by your self
   b. by getting help from another person
   c. by getting help from another source
      1) library
      2) books
      3) tape recorder
2. Have the students do the worksheet.
3. Have students tally their choices and decide how they solve problems best. (Some may find they solve problems exclusively one way; others, in a combination of ways.)
4. A class profile of choices can be put on chalkboard to illustrate individual problem-solving styles.

Worksheet Lesson: HOW I SOLVE PROBLEMS

Name_____

(Circle your choice)

1. Make a container for your pencils out of wood:
   a. Need wood, saw, hammer, and some nails. Go to work.
   b. Think of someone who knows about building things out of wood. Get him/her to help.
   c. Go to library and check out a book (like Woodworking for Absolutely Anyone) written especially for children.

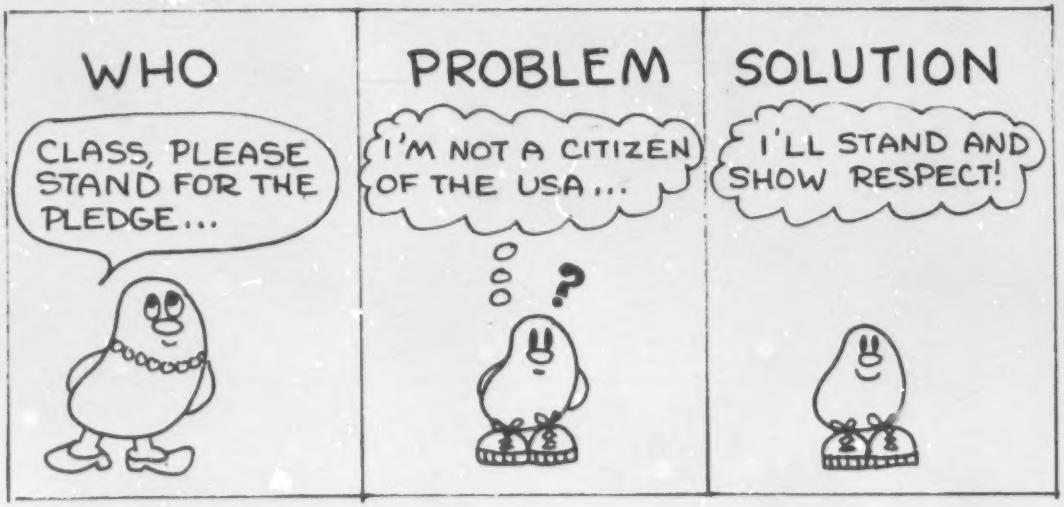
2. Learn the 12's multiplication facts:
   a. Just start studying them, looking at the list over and over saying them to yourself. Learn them by yourself.
   b. Get someone to help you—a friend to quiz you, or a parent to go over them with you.
   c. Get something else to help you—maybe a stack of flashcards or a tape recording you can listen to.

3. Assemble a new bicycle:
   a. Take all the pieces out, look them over and start with what seems sensible.
   b. Ask someone to help you—a friend, an older brother or sister, a parent.
   c. Read the instructions first, then follow them step-by-step.

4. Learn to do a cartwheel:
   a. Try doing it yourself.
   b. Ask someone to teach you—maybe a friend who knows how to do it and knows how to be patient.
   c. Get a book that explains the exercise with photographs and try to learn it that way.

Activities

5. Why is it important to know the way you (and others) best solve problems?
   a. How might classroom behavior be affected by different problem solving methods?
   b. Why might it be useful to be able to solve problems in different ways?
6. Have students think of ways and times teachers allow them to solve problems in different ways.



Evaluation

The students will demonstrate knowledge of different problem solving methods through participation in class discussion.

Lesson: HOW I SOLVE PROBLEMS

Dear Parents:

Our Big R lesson today was about methods used to solve problems.

To help your child better understand this idea you might want to do the activity below.

BE AN ACTOR!

LIGHTS!

CAMERA!

ACTION!

Role play some problem situations at home. Have your child try the different problem solving methods he/she learned about at school.

6-14

Lesson: IT TAKES COURAGE

Objectives

The students will identify ways they show courage in their lives.

COURAGE IS RESISTANCE TO FEAR, MASTERY OF FEAR — NOT ABSENCE OF FEAR.

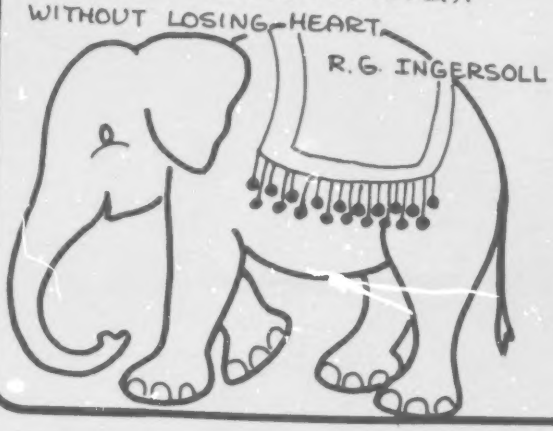
MARK TWAIN

Materials

Worksheet

THE GREATEST TEST OF COURAGE ON EARTH IS TO BEAR DEFEAT WITHOUT LOSING HEART.

R.G. INGERSOLL



Activities

Discussion:

1. Explain the meaning of courage - the strength to withstand danger, fear, or difficulty.
   a. Elicit examples of actions that take courage.
      1) speaking in front of the class
      2) resisting peer pressure
      3) a rescue

Worksheet Directions:
Have students fill out the "medallions of courage" with five examples of how they show courage in their lives.

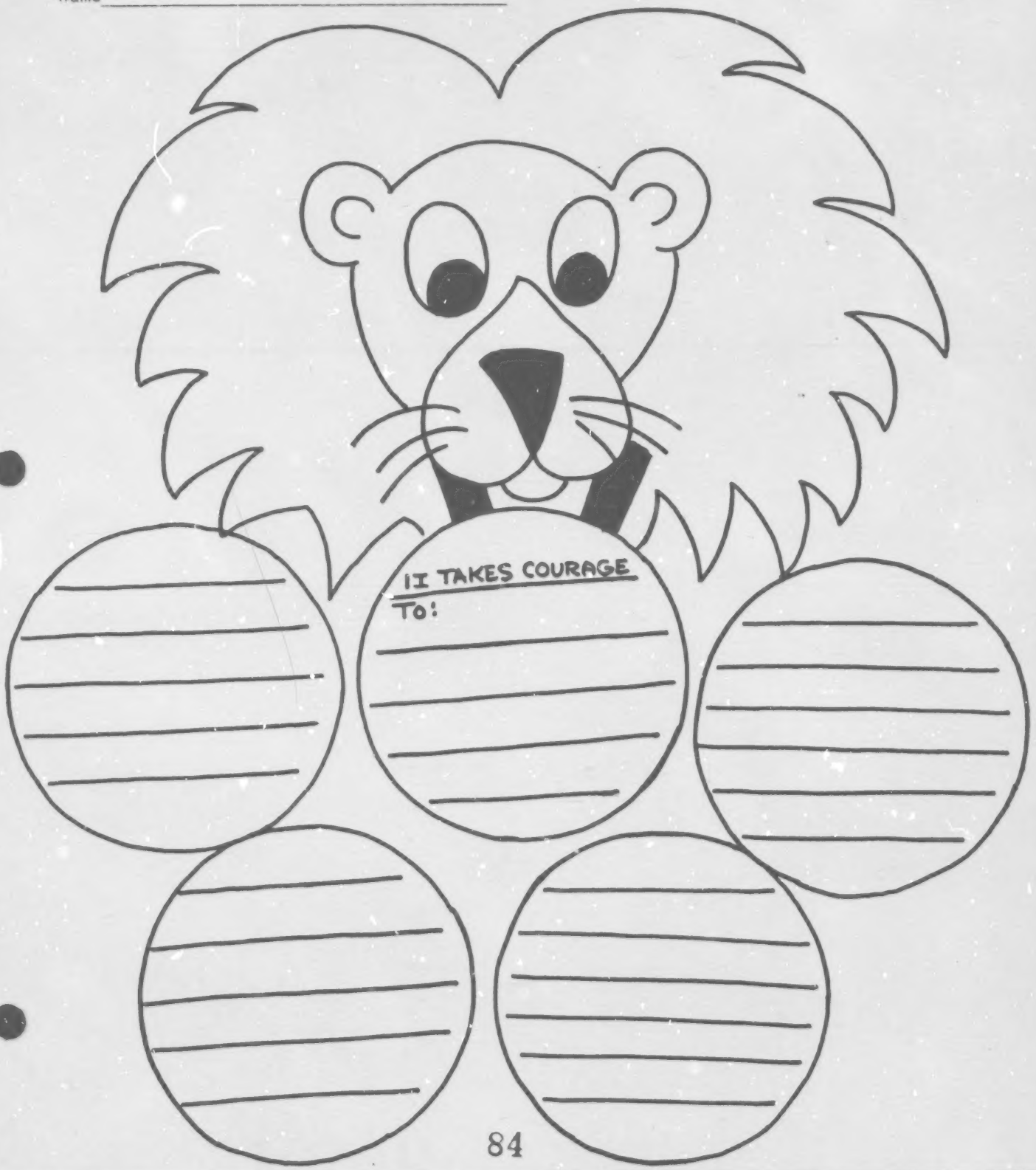
Evaluation

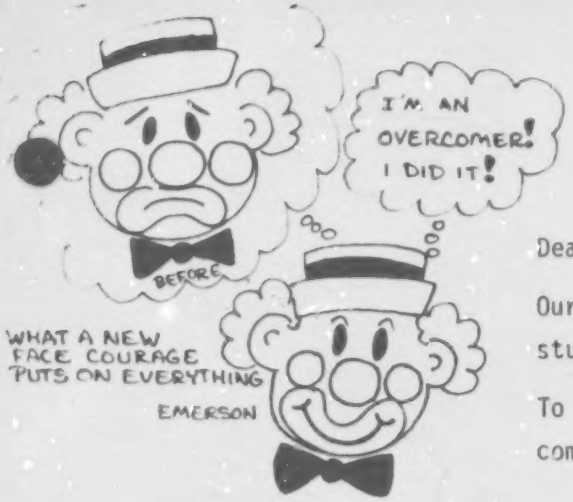
The students identify ways they show courage by completing the worksheet.

Worksheet

Lesson: IT TAKES COURAGE

Name _____





Lesson: IT TAKES COURAGE

Dear Parents:

Our Big R lesson today was about identifying ways the students show courage in their lives.

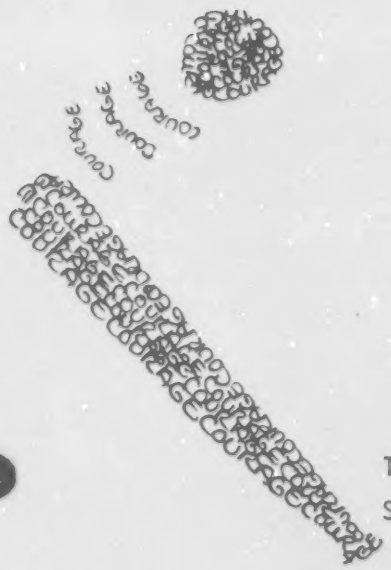
To help your child with this idea, you may want to complete the activity below.

Have your child think about something that for him/her would take courage. (He/she might create a picture of that activity using the word COURAGE (see sample below).

Tell your child about an experience you had that took courage.

Examples:

1. In sports
2. At a friend's house
3. When asked to stand up for your belief



The Big R - Responsibility
Santa Clara Unified School District

6-15

Lesson: THE PLEDGE OF ALLEGIANCE

Objectives

The students will develop a deeper understanding of The Pledge of Allegiance and the U. S. Flag.

Materials

Book - The Children's Story by James Clavell

THE FLAG IS THE EMBODIMENT... OF HISTORY.

WOODROW WILSON

Activities

Teachers, please note: This lesson is somewhat controversial. Be sure to read The Children's Story before you present this lesson to your class.

The story needs to be introduced before reading it to the class so that all understand its meaning.

This is a longer lesson than most so you will need extra time. If you do not feel comfortable with The Children's Story, or if you feel your class is not ready for it, please do not use this part of the lesson. You could do only the writing of the Pledge of Allegiance activity.

* * *

Discussion: On The Children's Story

1. How would you have felt if you had been in this classroom.
2. How did Johnny feel and react to the new teacher?
   Answer: He was angry, afraid, hated the New Teacher and the people who had conquered them.
3. What did Johnny's father tell him about being afraid?
   Answer: "Don't be afraid. If you fear too much, you'll be dead even though you're alive."

4. What did the new teacher tell the children about fear?
   Answer: Fear is something that comes from inside - from inside your tummy - good strong children have to put food, not fear in their tummies.
5. What do you think about fear? Do you agree with Johnny's dad and the New Teacher?
6. Why did the New Teacher say she wanted the flag cut into small pieces?
   Answer: She said the flag was special and that each child should have a little piece of it to keep in his pocket.
7. Explain/discuss: The Flag
   Colors: Red = courage
   White = liberty or purity
   Blue = loyalty and justice
   13 stripes = 13 original colonies
   Blue field with its 50 stars is called "The Union" = stands for the union of the 50 states.
   SYMBOL (a visible sign of something invisible) = a symbol of a great nation.
8. Talk about the flag code.
   Examples:
   a. Displaying the flag
      1) sunrise to sunset
      2) height of flag on staff
   b. Folding the flag
   c. Not letting the flag touch the ground
   d. Not cutting in pieces
9. The New Teacher wore a uniform. How did she tell the students that they would also wear a uniform?
   Answer: They would receive the uniform as a present. You'll all be the same.
10. How would you feel about this?
11. How did Johnny react to this?
    Answer: He was angry and said he wouldn't wear the uniform.
12. What happened to Johnny's dad?
    Answer: He was taken away from his home by the new leaders.
13. How did the New Teacher explain this?
    Answer: He needs to go back to school a little more. He has strange thoughts and he's telling other people his thoughts.

Activities

14. Do you believe the New Teacher? Did Johnny believe her? What do you think really happened to Johnny's dad?
15. What was the surprise the New Teacher had for students?
    Answer: They were going to stay overnight at the school.
16. Why do you think they were going to do this?
17. What did the New Teacher tell the students about saying their prayers?
    Answer: That praying for something is a waste of time.
18. How did she show the students that praying to God doesn't work?
    Answer: She gave them candy when they prayed to the new leader.
19. Who figured out what she was doing with the candy?
    Answer: Johnny
20. What did the New Teacher say to Johnny?
    Answer: She told him he was right and very wise and because he was wise he could be monitor for the whole week.
21. How did Johnny feel about this?
    Answer: He now likes the New Teacher.
22. How would you feel if you were Johnny. Do you think Johnny remembers what his dad taught him?

Activity:

1. Ask students to write ne Pledge of Allegiance (with
   Then ask:
   a. How many words did you really know?
   b. How many words did you not know?
      1) which ones (list on board)
   c. How many can you spell correctly?

... THE FLAG... THE EMBODIMENT OF OUR IDEALS...

GENERAL DOUGLAS MACARTHUR

Activities

2. Discuss The Pledge of Allegiance word by word:

"I PLEDGE ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICAN, AND TO THE REPUBLIC FOR WHICH IT STANDS, ONE NATION UNDER GOD, INDIVISIBLE, WITH LIBERTY AND JUSTICE FOR ALL."

Examples:

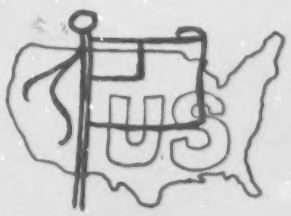
a. I pledge = promise
b. allegiance = to be loyal or devoted to
c. to the flag = a symbol
   1) What does this symbol stand for?

3. Have the students copy The Pledge of Allegiance correctly in their best handwriting or in calligraphy.

Evaluation

The students will demonstrate a deeper understanding of The Pledge of Allegiance and the U. S. Flag by participation in the class discussion.

A THOUGHTFUL MIND
WHEN IT SEES A
NATION'S FLAG SEES
NOT THE FLAG, BUT
THE NATION ITSELF.
H.W. Beecher



Lesson: THE PLEDGE OF ALLEGIANCE

Dear Parents:

Our Big R lesson today was about the Pledge of Allegiance.

Your child head the book The Children's Story by James Clavell. You may like to read this book yourself and discuss it with your child.

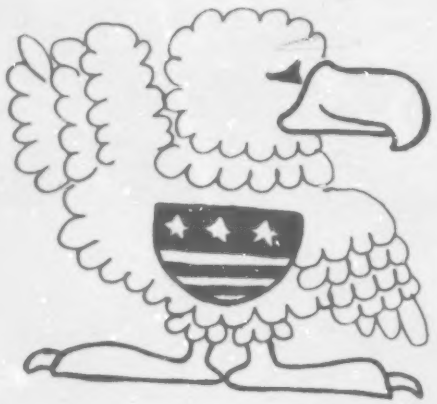
The Big R - Responsibility
Santa Clara Unified School District

6-16

Lesson: BEING HONEST

Objectives

The students will understand and identify a conflict in themselves about being honest.



Materials

IT DOES NOT TAKE MUCH STRENGTH TO DO THINGS, BUT IT REQUIRES GREAT STRENGTH TO DECIDE ON WHAT TO DO.

ELBERT HUBBARD

Activities

1. Read and discuss each situation with the class.

   Situation I

   Susan is taking a test. She notices that Ted, who is sitting next to her is copying down her test answers. Susan thinks Ted is a nice person and is upset by his actions. The teacher is walking up and down the aisles.

   What should Susan do?

   a. What if Susan is accused of copying Ted's paper?
   b. What if Ted calls Susan a "squealer" if she tells the teacher on him?
   c. Should Susan just cover her answers and let Ted suffer?
   d. Should Susan ask to have her seat moved?
   e. Should Susan risk cheating on a test just because he is her friend?
   f. What would you do if you were Susan?
   g. What would you do if you were Ted?

Activities

Situation II

A group of students are in a discount store. Sally watches as her best friend, Jane, slips away from the group and puts a gold charm in her purse. Sally observes the clerk discover that the gold charm is missing.

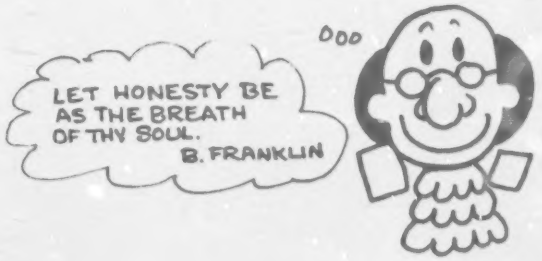
a. What are some possible things that Sally could do?
b. What if Jane is caught stealing the charm and the police think that Sally is guilty of covering up the crime?
c. Should Sally approach Jane and ask her to return the charm to the clerk?
d. Should Sally approach the store manager and tell him/her that she knows who has taken the charm?
e. Should Sally just ignore the situation and hope that her friend never steals anything again?
f. Should Sally stop being friends with Jane because she steals things?

Activity:

2. Divide the class into small groups. Have each group think of a situation in which there was a conflict about honesty.
   a. Role play the conflict and a resolution in the class.
   b. Are there other esolutions to the problem? *(Optional class discussion following each presentation.)*

Evaluation

The students will understand and identify the conflicts involved in being honest by participation in role playing.



I HOPE I SHALL ALWAYS POSSESS FIRMNESS AND VIRTUE ENOUGH TO MAINTAIN WHAT I CONSIDER THE MOST ENVIABLE OF ALL TITLES, THE CHARACTER OF AN "HONEST MAN."
G. WASHINGTON

Lesson: BEING HONEST

Dear Parents:

Our Big R lesson today was about being honest.

To help your child better understand this concept, you might want to the activity below.

Work together to think of words beginning with each letter of HONEST that describes honesty.

HONEST

Describe a time in your life when it was tough to be honest.

Are there times when honesty is not the best policy?

The Big R - Responsibility
Santa Clara Unified School District

6-17

Lesson: WE HAVE INITIATIVE

6-18

Objectives

The students will take the initiative to complete his/her portion of an "assembly line" project (flag making).

Materials

Paper, 8½" x 11" - white
Scissors (1 per group)
Staplers (1 per group)
Crayon/pencil
Direction sheet (dittoed) cut in fourths

Activities

1. Explain that the class is going to work in small groups to make an object (one for each student).

   Emphasize that each student will have a specific job and will be responsible for taking the initiative to get that job done.

2. Divide the class into group of four with:
   a. a folder
   b. a cutter
   c. a pleater
   d. a stapler

   Explain that they will begin work with the "folder," who will follow the directions given on his/her direction sheet. Others will follow in turn. (Each group should have the following supplies: four sheets of paper, scissors, stapler, crayons, and individual direction sheets.)

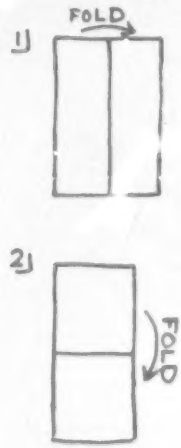
3. When the group has completed the four objects, they should again take the initiative and each design and color a flag.

4. After completing the flags, discuss initiative (meaning) and class feelings about this project.

Direction Sheet

Lesson: WE HAVE INITIATIVE

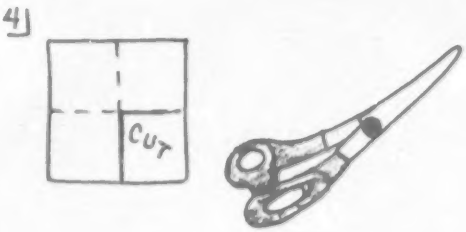
1 FOLDERS



FOLD INTO FOURTHS.

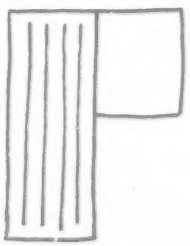
GIVE TO THE CUTTER.

2 CUTTERS



OPEN PAPER. CUT OUT ONE RECTANGLE. THROW AWAY THIS PART. GIVE THE OTHER PART TO THE PLEATER.

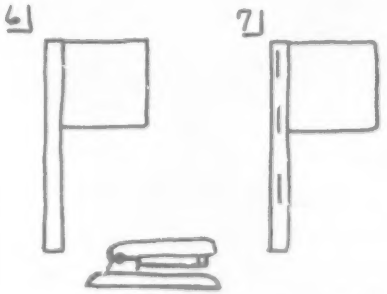
3 PLEATERS



ACCORDION

PLEAT THE LONGER SECTION. FOLD BACK AND FORTH LIKE A FAN ABOUT ONE HALF INCH. GIVE TO STAPLER

4 STAPLERS

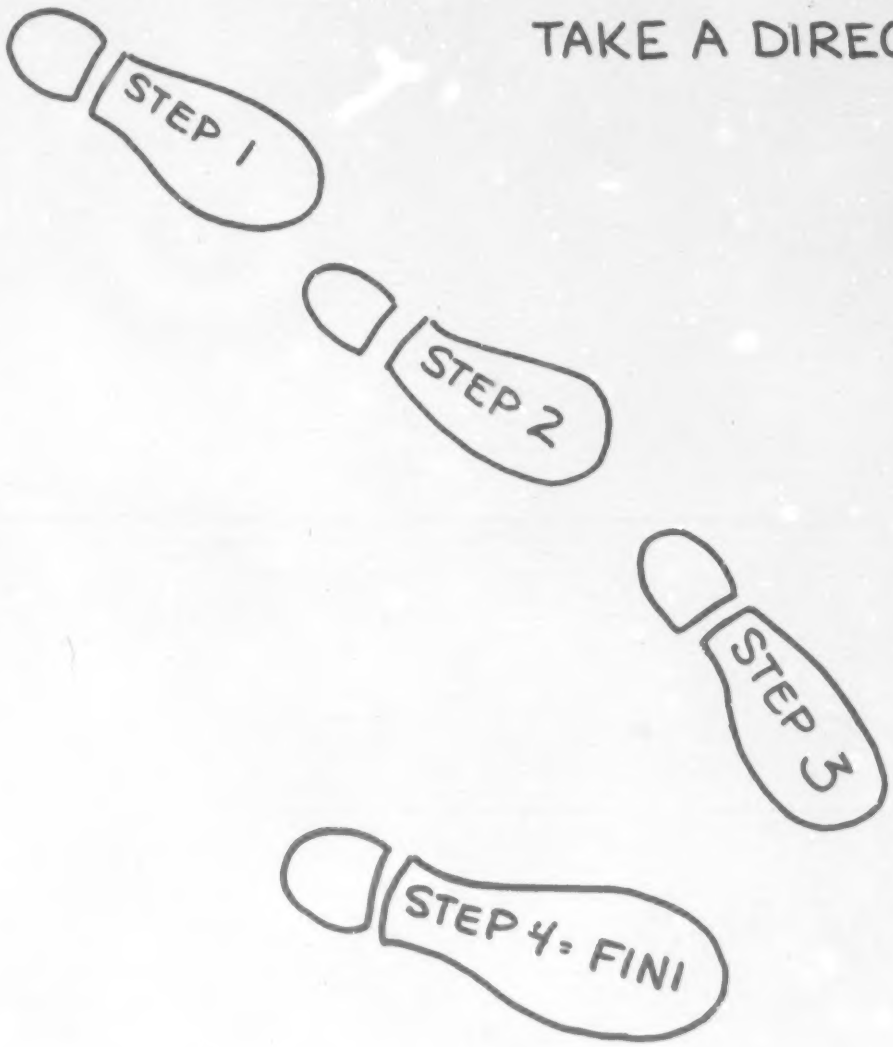


HOLD PLEATS TOGETHER AND STAPLE IN PLACE.

As a class we are going to work in small groups to make an object -- one object for each student.

Each student will be responsible for taking the initiative to get the job done. (Initiative - to start a procedure, or to begin a step or movement)

Activities



Evaluation

The students will demonstrate taking the initiative by successfully completing his/her portion of the flag-making task.

Lesson: WE HAVE INITIATIVE

Dear Parents:

Our Big R lesson today was about taking the initiative to complete a task.

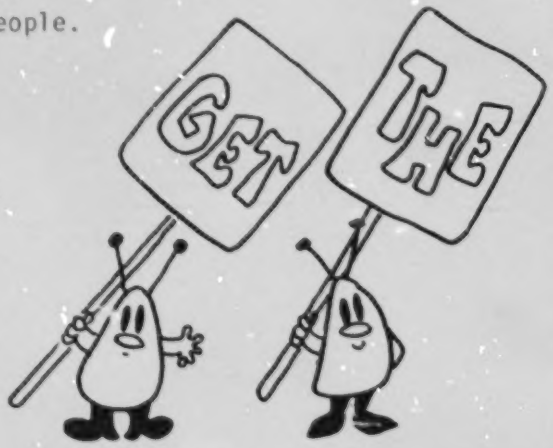
To help your child better understand this idea, you might want to do the activity below.

Cut out the letter I below. Post it in a conspicuous place. When your child shows initiative in beginning and following through on a task, write a "thank you" or a compliment on the I

Lesson: GET THE MESSAGE - VOICE

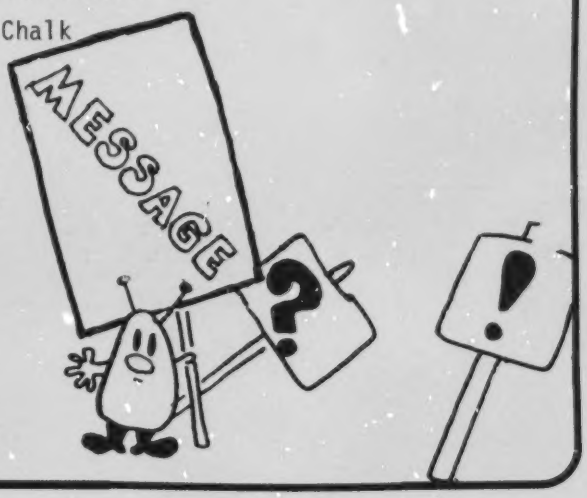
Objectives

The students will become aware of how we can change behavior with voice gestures, and how it affects other people.



Materials

Paper, white - cut in strips (3" x 6")
(10 for each student)
Chalkboard
Chalk

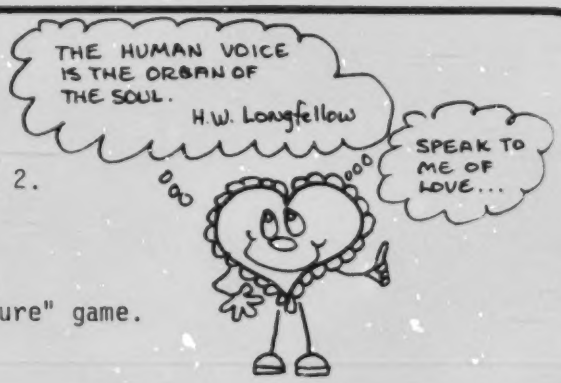


Activities

Discussion:

1. The teacher will read Day I.
   a. Have the children try situations 1. and 2.

2. The teacher will read Day II.
   a. Have the children play the "facial gesture" game.



Introduction: Day I and Day II

When we speak we communicate with: 1) the words we use; 2) the tone of voice we use; 3) the gestures or body language we use.

There are three things that will help you become a "communication expert."

1. Think about what the other person is saying. "Hear" the feelings of the other person as well as the words.
2. Think about what you feel. Your feelings show when you speak. Sometimes your feelings show when you are silent.
3. Learn to be as clear and direct as you can. This comes with learning about the first two things and lots of practice.

Now let's get some practice!

Testing Your Tone - Day I

For each situation I describe, you are going to ask, "Are you going?" in a tone of voice you think shows how you feel. Say it out loud each time and try to listen to yourself. All the children may participate.

Teacher read Situation I:

It's your birthday, and you've planned a pizza party at the pizza parlor for four friends. You've sent invitations. One friend hasn't answered. The party is in one day, and you want to know. So you call your friend and ask, "Are you going?"

What is your tone?

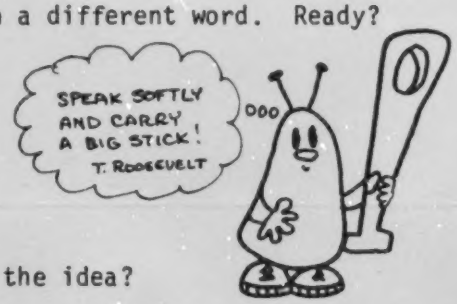
Teacher says, Situation II:

There is a hobby show at the school on Saturday. There will be a rock band and food for sale. Your dad relaxes on Saturdays, and besides he hates rock music. As your mother and you get ready to go, he gets his coat and puts it on too. You ask him, "Are you going?"

What is your tone now?

Here's another way to see how much your tone really does tell. Here's a question, "Did you give him that book?" Now, you get to say the sentence out loud six times. Each time you say it, put the emphasis on a different word. Ready?

1. DID you give him that book?
2. Did YOU give him that book?
3. Did you GIVE him that book?
4. Did you give HIM that book?
5. Did you give him THAT book?
6. Did you give him that BOOK?



Got the idea?

Your tone tells a lot about how you feel when you say something. Keep this in mind the next time you have a communication problem!

Evaluation

The student will be able to repeat a sentence giving it multiple tonation.

The student will be able to describe what was meant by each attempt.

TRY TALK KINDNESS

Lesson: GET THE MESSAGE - VOICE

Dear Parents:

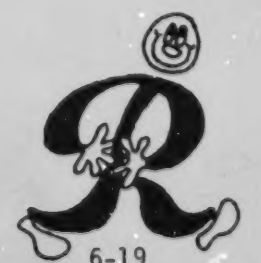
Our Big R lesson today was about the tone of voice we use affects other people.

To help your child better understand this idea, you might want to try the activity below.

Take turns with your child saying the sentences below in different tones of voice.
Talk about how the meaning changes.
Then talk about the feelings elicited by different tones of voice.

Examples:

1. You cut your hair?
2. Wait just a minute.
3. It's not my fault.
4. I'm sorry.
5. Please clean up your room.
6. Do I have to?
7. What about me?
8. I've already done it.



The Big R - Responsibility
Santa Clara Unified School District

Lesson: GET THE MESSAGE - BODY LANGUAGE

Objectives

The students will become aware of how his/her body language can affect the behavior of others.

Materials

Worksheet
Paper
Pencils

Activities

Discussion:

The teacher will go over how the tone of voice affects our communication skills. She explains that in this lesson the idea of "body language" will be explored.

Your body language tells more than half of what you are really "saying." Sometimes our body language says just the opposite of our words. Body language includes all the gestures you make with your body, your face, your hands, or arms—the way you are standing.

1. Elicit from the children different body gestures and what they might mean.
   Example:
   a. Scratching one's head to show puzzlement.
2. Game ---- Facial Gestures
   a. Happiness (Oh, that's just what I wanted for my birthday!)
   b. Surprises (Wow, I didn't know you were coming.)
   c. Fear (Please don't tell my mother.)
   d. Love (I love grandmother.)
   e. Suffering (My tooth aches.)
   f. Disgust (My sister does dumb things.)

Activities

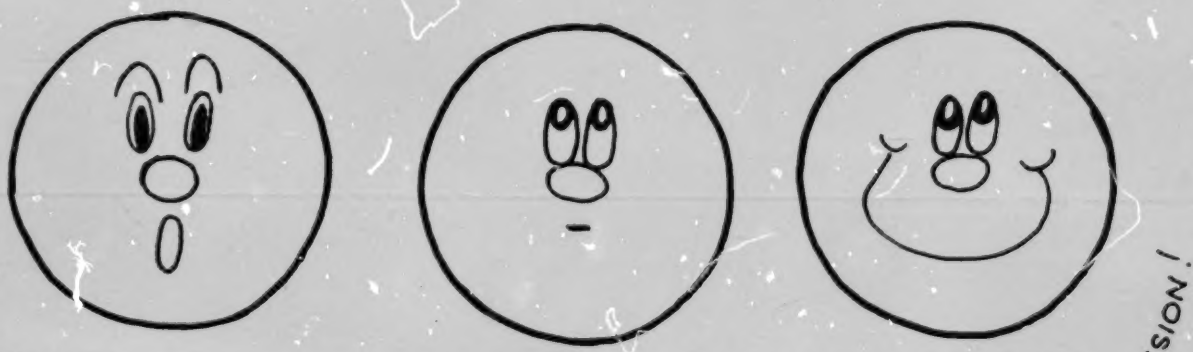
g. Bewilderment (How am I suppose to do this problem.)
h. Anger (You dropped my radio and broke it.)
i. Determination (This time I'll do it.)
j. Boredom (I'm so bored, I'm going to fall asleep.)

Here is a game we can play with facial gestures. You need ten small pieces of paper, ten for each of you. Write the ten named facial gestures. Write these ten words on your papers. (The sentences are on the board, you don't need to copy them down.)

Rules: The game is played silently. One player chooses a card from his or her stack and just with a facial expression tries to show the feeling on the card. (This is where thinking about the sentence helps.) The other player tries to find the card from his other stack. Take turns. Play the game until you feel that you're terrific face readers.

There are other body gestures that explain communication. Learning to understand nonverbal gestures is like a foreign language, but everyone speaks this one. It can help you when you're trying to communicate with other people!

Don't forget, words count too!



Evaluation

The students will become aware of how her/his body language can affect others' behaviors by role playing.

LANGUAGE

Lesson: GET THE MESSAGE - BODY LANGUAGE

Dear Parents:

Our Big R lesson today was about how gestures (body language) we use when talking, affect other people.

To help your child better understand this idea, you might want to do the activity below.

Play the game of "Charades." Although it involves using gestures less subtle then "body language," it can be fun for the whole family, and it does aid in developing keener observation skills in your child. Just take turns pantomiming a title of a book, movie, or T.V. program while other family members try to guess it.

6-20

Lesson: CERTIFICATE OF ACCOMPLISHMENT

6-21

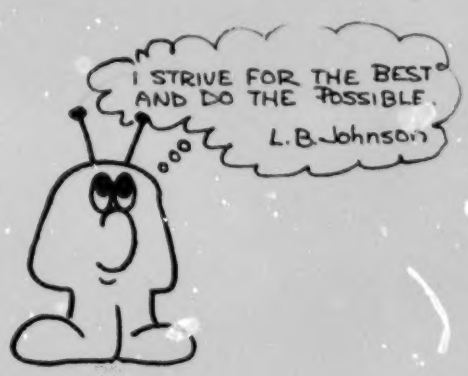
1 of 2

Objectives

The students will understand the importance of evaluating goals at the end of a given time.

Materials

Worksheet from Lesson 6-5
Worksheet from Lesson 6-12
Certificate of Accomplishment (Optional)
Drawing for Simmer Goals (Optional)



Activities

1. Hand back "Goal Setting" Worksheet from Lesson 6-5.
2. Hand back "Review of My Goals" Worksheet from Lesson 6-12.
3. Have students design a "Certificate of Accomplishment." This could be an individual, group, or class project. A sample is also included. Encourage students to use calligraphy and be artistic. You could duplicate the same certificate for everyone or have students design their own or design for each other.
4. Optional Activity - Do a drawing of Summer Goals.

Evaluation

The students will demonstrate an increased awareness of goal setting and goal evaluation by completing a certificate.

CERTIFICATE OF ACCOMPLISHMENT

for

_____

This certifies that the following goals have been completed in Sixth Grade:

_____ _____

_____ _____

_____ _____

date _____ teacher _____

Lesson: CERTIFICATE OF ACCOMPLISHMENT

Dear Parents:

Today your child will be bringing home the third and final lesson on Goal Setting. In class we have reviewed our goals from September and from January and now we are making a "Certificate of Accomplishment" to acknowledge that we have completed several of our goals.

Please take a few minutes to discuss this last lesson on goal setting with your child. Also, encourage him/her to consider writing some goals for the summer.

If you have any comments or suggestions regarding the Responsibility Lessons, we have had during this year, please feel free to express them.

I appreciate the support you have given to this project during the year and the time you have spent reinforcing the ideas.

Thank you.

REFERENCES

SANTA CLARA UNIFIED SCHOOL DISTRICT

1889 LAWRENCE ROAD P.O. BOX 397 SANTA CLARA, CA. 95052 (408)985-6000

RUDY GATTI, Superintendent

September 1983

Dear Parent(s):

This year your child will be participating in a classroom program that we are calling The Big R = Responsibility. Your child will be learning to take more responsibility for his/her actions.

Teachers in the Santa Clara Unified School District have written a series of lessons to be taught in school at each grade level kindergarten through six. These lessons are carefully designed to help your child learn more about this important trait, The Big R = Responsibility.

The purpose of our teaching The Big R will be to help students:

1. Gain in self-respect, and in respect for other persons, for property, and for rules and laws.

2. Gain ability to be self-directed toward positive goals.

3. Become willing to accept and to do what school and society requires for success.

We need your help in this endeavor. As lessons are taught, a brief letter will come home describing the lesson and suggesting several ways you might help your child learn about The Big R = Responsibility.

Sincerely,

_____
Teacher

_____
School

BOARD OF EDUCATION

Joyce Itatani, Pres. Alvin Souza, Vice Pres. Maryanne Brooks Delores Ciari Larry Furlow Eleanore Goldfinger Lynn Reichhold

An Equal Opportunity Employer - With Non-Discriminatory Programs and Activities

15 Rules to Make Life Easier

1. *If you open it, close it.*
2. *If you turn it on, turn it off.*
3. *If you unlock it, lock it up.*
4. *If you break it, admit it.*
5. *If you can't fix it, call in someone who can.*
6. *If you borrow it, return it.*
7. *If you value it, take care of it.*
8. *If you make a mess, clean it up.*
9. *If you move it, put it back.*
10. *If it belongs to someone else and you want to use it, get permission.*
11. *If you don't know how to operate it, leave it alone.*
12. *If it's getting the job done, don't mess with it.*
13. *If it's none of your business, don't ask questions.*
14. *If it isn't broken, don't fix it.*
15. *If it will brighten someone's day - SAY IT!*

Evaluation of The Big R = Responsibility
September 1983

An assessment program has been ongoing for several years in Santa Clara Unified School District for the purpose of determining parent, staff, and student impressions on the performance of the schools. Several questions that have a direct bearing on responsibility are listed below: (Six pilot schools participated in The Big R during 1982-83.)

Parent Survey 6. Do you feel the school is encouraging your child to become more self-directed and responsible?
1982-83 District - Yes 89%, No 11%
Pilot Schools - Yes 89%, No 11% - Difference-None

Staff Survey 5. The program at this school encourages students to develop self-discipline and responsibility?
1982-83 District - Yes 91%, No 9%
Pilot Schools - Yes 96%, No 4% - Difference 5%

Staff Survey 6. In general, I feel the students at this school show respect for each other, for school property, and school rules?
1982-83 District - Yes 85%, No 15%
Pilot Schools - Yes 87%, No 13% - Difference 2%

Student Survey 4. Do you feel you are learning responsibility at school?
1982-83 District - Yes 85%, No 15%
Pilot Schools - Yes 89%, No 11% - Difference 4%

Methodology

MIND MAPPING

Mind mapping is a technique of mapping out and organizing information and ideas which allows for more lateral organization rather than sequential organization. Initial ideas are jotted around a central focus. Key concepts are interlinked and structured in a way to promote clarity and linkage of thoughts.

The mind map structure is not linear, but focuses on a circular pattern, which allows the additional information to be easily inserted. This open-ended structure facilitates rapid connection of thought patterns and immediate feedback of the total process.

Mind mapping accelerates recall of information and clearly defines linked concepts. The extradition of key words or information augments the learning process.

Advantages of Mind Mapping

- Helps memory
- Promotes a wholistic picture of a concept
- Promotes creative connections of thoughts
- Promotes accessibility to add, delete from thought patterns
- Promotes clear, concise information--without excessive wordiness
- Requires no new learning and can be learned easily
- Can be used with large groups as well as individually
- Promotes group team building and cooperation
- Promotes flexibility of use:
  - problem solving
  - creating ideas
  - preparation for speeches
  - note taking
  - planning events

From: Judi Magarian-Gold
Project BALANCE
Title IV-C
Santa Clara Unified School District

Description of a Process

MIND MAPPING

Process:

Step 1: Introduce the words "Mind Maps." Place on a chalkboard a list of ways notes are taken such as outline form, straight listing or any other linear format. Then illustrate more lateral ways of note taking which may involve both words and pictures. Discuss the latter format as the main emphasis for creating Mind Maps.

Step 2: Discuss with the students the various uses and advantages of Mind Maps.

- Faster way to take notes for studying
- Remember facts better
- Fun and easy

Step 3: Show various examples of Mind Maps to the students. Use overlays for the overhead projector, the chalkboard, a large sheet of butcher paper or any other means to illustrate the various examples.

Step 4: Directions to students:

- Use unlined paper
- Print main topic in center and branch out for key areas or segments
- Print each word on a line, joining lines to give structure
- Group related ideas together
- Use color, images and pictures when possible
- Use arrows, codes and symbols to show connection and associations between different areas
- Outline groups of words, concepts, images to create units

Step 5: Model the Mind Map with the students as a total class activity. Decide upon a theme and have students participate in adding concepts to the group's model of a Mind Map.

Modeling can be done by:

- Using the chalkboard/colored chalk
- Chart paper/felt pens
- Overhead projector/colored pens

Linear Notes

Groceries

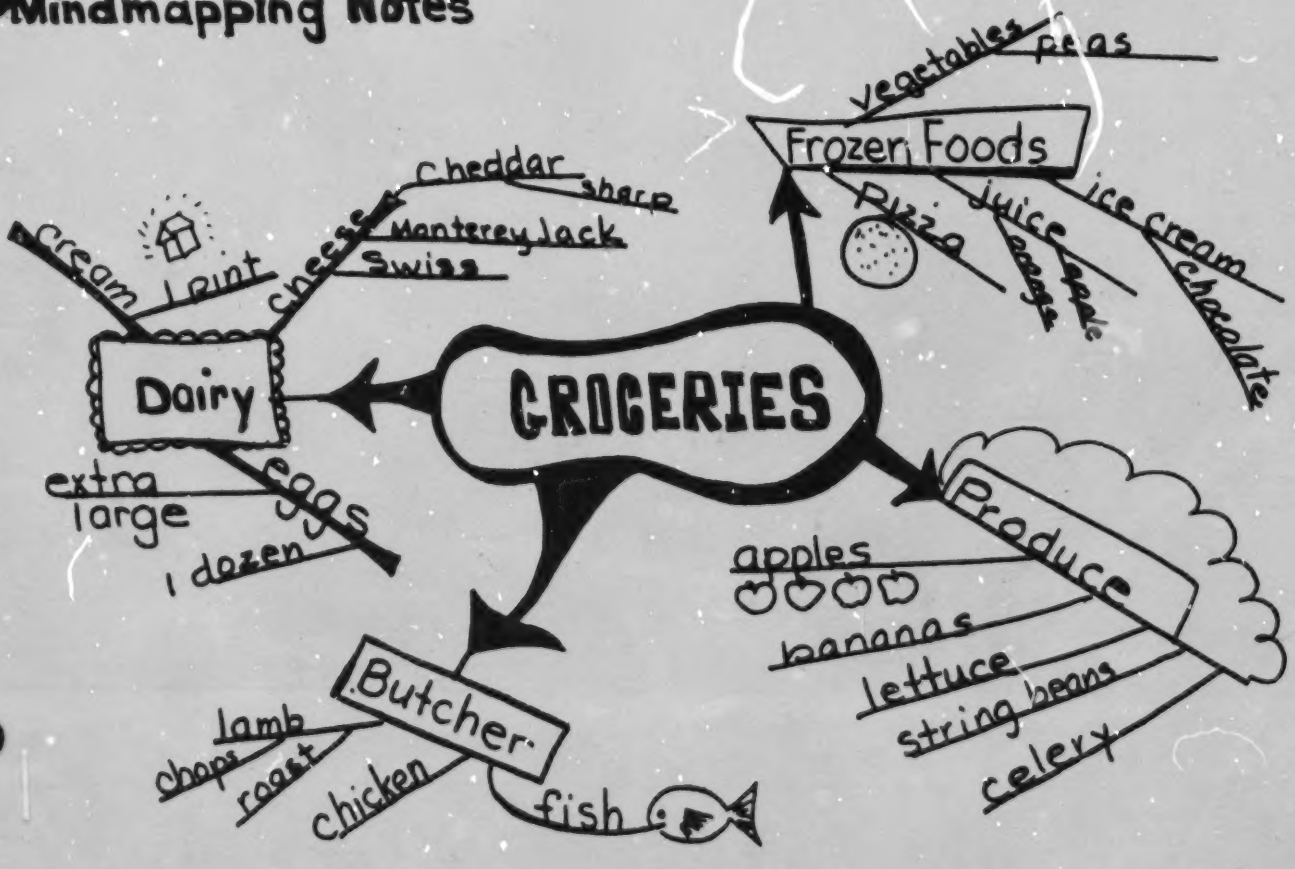
I. Dairy Products
- A. Eggs
  - 1. Extra large
  - 2. 1 dozen
- B. Cream
  - 1. 1 pint
- C. Cheese
  - 1. Swiss
  - 2. Monterey Jack
  - 3. Cheddar
    - a.) Sharp

II. Frozen Foods
- A. Pizza
- B. Ice Cream
  - 1. Chocolate
- C. Vegetables
  - 1. Peas
- D. Juice
  - 1. Orange
  - 2. Apple

III. Produce
- A. Apples
- B. Bananas
- C. Lettuce
- D. String Beans
- E. Celery

IV. Butcher
- A. Lamb
  - 1. Chops
  - 2. Roast
- B. Chicken
- C. Fish

Mindmapping Notes



Responsibility

By Gretchen Miescke-Spitzer

C C G7
bil- - ty, Re-spon-si- bil-i-ty, For hit-ting and push - ing are not
C C C
right. Re-spon-si- bil-i-ty, Re-spon-si- bil-i-ty, We'll
d G7 C C
stop the fight-ing at school. Re-spon-si- bil-i-ty, Re-spon-si-
C G7 C
bil-i-ty, And that's our goal at (school's name)* this year. Re-spon-si-
C C d G7
bil-i-ty, Re-spon-si- bil-i-ty Let's give re-spon-si-bil-i-ty a
C
cheer.

Putting in Your School's Name

The song was originally written for a school whose name had 3 syllables. It can be adapted to fit any school name by changing the rhythmn in the 2 indicated measures as follows:

Page 1
One syllable
To make 1
Two syllables
To make 1 2
Three syllables
To make 1 2 3
Four syllables
To make 1 2 3 4
Page 2
One syllables
And that's our goal at 1 this
Two syllables
And that's our goal at 1 2 this
Three syllables
And that's our goal at 1 2 3 this
Four syllables
And that's our goal at 1 2 3 4 this

The Big R = Responsibility

ADDING LESSONS

We are anxious to add lessons to the present set at all levels. No group is better at thinking of activities for students to perform than teachers.

If you have an idea, have tried it out on real students, and it has resulted in improved responsibility, please use the following pages to duplicate and write out your idea. Send the handwritten copy to Norm Carter, Curriculum Department, Building G, Central Office (408) 985-6038.

Lesson: .....

Activities

Evaluation

Activities Lesson: .....

Lesson: .....

Objectives

Materials

Activities

Films listed below are available from the Santa Clara County Office of Education

INDIVIDUAL DIFFERENCES

4377 BASIC CONCEPTS: WHY WE NEED EACH OTHER: THE ANIMALS' PICNIC DAY K
LCA 10 C 1973
Introduces the concept that differences can be beneficial to all of us.

8501 CHOCOLATE SANDWICH? E
FLFR 16 C 1976
Provides children with a memorable symbol for the natural differences between the way we live and the way people live in other countries. The symbol: a chocolate sandwich that a French schoolboy makes for himself is shown to be a product of custom.

0293 FACES
SCHL 5 C 1972 P
Points out that everyone has two eyes, two ears, a nose and a mouth but that all faces are different. creates an awareness of seeing, hearing, smelling, tasting and communicating.

8078 FREE TO BE YOU & ME—EXPECTATIONS P E
MGHT 15 C 1974
Celebrations in song and story of human potential. Involves young people in the endless possibilities of their own uniqueness as they explore self-fulfillment in "Boy Meets Girl," and "Parents Are People."

8077 FREE TO BE YOU & ME—FRIENDSHIP P E
MGHT 17 C 1974
Involves youngsters in the endless possiblibites of their own uniqueness as they explore friendship and cooperation. "Helping," "Ladies First," and "Sisters & Brothers Song" are some of the topics covered in this mini-course.

8079 FREE TO BE YOU & ME—INDEPENDENCE P E
MGHT 18 C 1974
Celebration in song and story of human potential. Involves young people in the endless possibilities of their own uniqueness as they explore independence in such themes as "It's All Right to Cry."

4234 FORGIVE & FORGET P E
SMEK 11 C 1969
Shows aspects of behavior which occur in all children's relationships—selfishness, impulsiveness, broken promises, and anger. Emphasizes the advantages of positive personality traits and the unfortunate results of impulsive actions.

8474 FAMILIES: ALIKE & DIFFERENT P
CHUR 15 C 1976
Introductory film in a cross-cultural series depicting basic aspects of family life—with the same three families in all five films. Presents the families and the settings in which they live. Shows each child at home, playing in the neighborhood, and enjoying a family gathering.

4268 PEOPLE P E
AIMS 10 C 1969
Shows scenes of people of all ages and races as they rest, work and play to demonstrate that people are different yet alike.

4109 PEOPLE ARE DIFFERENT & ALIKE P E
CORF 11 C 1967
Points out that it is easy to see differences in people but that people are more alike in the important ways. Shows that all people need friendship and love, food and a place to live and that they want an education, fun and happiness.

0222 WHY WE NEED EACH OTHER: THE ANIMALS' PICNIC DAY K P
LCA 10 C 1973
(Basic concepts series) Introduces the concept that differences can be beneficial to all of us.

0292 ANGER P
OXF 8 C 1974
Portrays a boy's difficulty in coping with anger through a drama in which he finds it hard to control his temper when protecting his hard-earned transistor radio from everyday dangers.

0283 FEELINGS: I'M FEELING ALONE P
CHUR 8 C 1974
Film designed to help children talk about and understand their own feelings of loneliness. Consists of a series of vignettes played to songs illustrating situations in which children are lonely.

0284 FEELINGS: I'M FEELING SAD P
CHUR 10 C 1974
Film designed to help children talk about and understand their own feelings of sadness, consists of a series of vignettes played to songs illustrating situations in which children are sad.

0285 FEELINGS: I'M MAD AT YOU P
CHUR 8 C 1974
Film designed to help children talk about and understand their own feelings of anger, consists of a series of vignettes played to songs illustrating situations in which children are angry.

7901 FEELINGS: WHAT ARE YOU AFRAID OF? P
BFA 12 C 1972
Helps the young viewer understand that being afraid is normal and need not be a subject of embarrassment.

4234 FORGIVE & FORGET P P E
SMEK 11 C 1969
Shows aspects of behavior which occur in all children's relationships—selfishness, impulsiveness, broken promises, and anger. Emphasizes the advantages of positive personality traits and the unfortunate results of impulsive behavior.

4361 GETTING ANGRY P E
BFA 10 C 1966 C
Shows how a teacher quiets an argument that erupts when a student's model space capsule is hit by a ball. She points out that most of the anger is misdirected and even without valid cause.

8609 I AM HOW I FEEL K P
CHUR 13 C 1975
Raucous circus music and a young clown give a lively pace to this film about feelings. Children express a variety of feelings, all of which are real. The clown offers positive suggestions on how to feel better. The message is: accept yourself, because "when you feel good about yourself, you feel wonderful."

8610 I AM HOW I LOOK K P
CHUR 13 C 1975
Explores how children view one aspect of themselves—their physical self—and how that relates to the whole self-image. A young carnival barker sets the pace for the various segments of the film. The film is summed up "And the Very Best Thing I Can Be . . .Is Me."

8611 I AM WHAT I KNOW K P
CHUR 15 C 1975
A bumbling young "Professor" introduces the concept that an important part of what "I " is what I know. Ways to feel better about ones attainments are illustrated. Encourages a positive attitude toward what we know and toward attaining new knowledge.

4332 I'M FEELING HAPPY K
CHUR 9 C 1975
Helps children see that feelings of every variety are experienced by all, and that it is acceptable and important to express them. By becoming aware of their own feelings, children begin to understand their special way of reacting and behaving, and to appreciate this uniqueness in others.

4333 I'M FEELING SCARED P
CHUR 9 1974
Helps children see that feelings of every variety are experienced by all, and that it is acceptable.

And important to express them by becoming aware of their own feelings, children begin to understand their special way of reacting and behaving, and to appreciate this uniqueness in others.

4334 I'M MAD AT ME
CHUR 8 C 1974 P
Helps children see that feelings of every variety are experienced by all, and that it is acceptable and important to express them. By becoming aware of their own feelings, children begin to understand their special way of reacting and behaving, and to appreciate this uniqueness in others.

8391 MAGIC CIRCLE/CONFLICT MANAGEMENT
CURRIC: THE PINCH P E
HDTI 12 C 1975
(Magic Circle/Conflict Management Curriculum) Children discuss and role-play in response to the topic "Talk About a Time When Something Made You Really Angry."

7403 MASK FOR ME A MASK FOR YOU P E
UW 20 C 1967
Shows a rejected child finding identity through creative expression. Discusses children's feelings about rejection, suggests the value of recreational facilities in the community and encourages interest in various art media.

7591 CLOWN P
LCA 15 C 1969
Depicts courage, ingenuity, and a sense of sacrifice by following a young street urchin who loses and then finds his dog, clown.

4237 EVERYDAY COURAGE & COMMON SENSE E
CORF 11 C 1968
Uses variety of situations involving intermediate-aged students to illustrate many experiences which require courage, tempered by common sense.

[illegible] RACCOON STORY: A MENOMINI INDIAN FOLKTALE P
SCHL 9 C 1973
Features two old blind men who live by a lake. Shows how a playful raccoon tricks the men and gets their food. Concludes with the blind men learning that if they had trusted each other the raccoon would not have been able to trick them.

0104 VALUES: UNDERSTANDING OURSELVES P
BFA 9 C 1969
Uses a story of three boys to present the concept everybody has an idea of the kind of person he is. Explains that sometimes it seems like it would be more fun to be someone else but each person, if he could really choose, would rather be himself.

0189 YOUR SELF IMAGE P
ECI 8 C 1972
A small boy with self-image problems is rejected by those with whom he seeks to play. A superman-type hero beckons him and they gaze upon examples of people succeeding, failing, requesting and accepting help. The boy returns to the real world with confidence in his own self-worth.

0173 ALCOHOL: THE FIRST DECISION E J
BFA 9 C 1972
Shows alcohol as a definite part of today's life style and a subject for levity on radio and television. Discusses the fact that students are faced with the need to make their own decisions about drinking.

4247 APPLE P
MGHT 6 C 1970
Presents an animal fable about a rabbit, a crow, and a porcupine who are taught by a bear the advantages of sharing an apple rather than fighting over it.

7655 ASK MY NAME E
MLA 15 C 1968
Re-creates the loneliness of being the "new kid on the block" and the excitement of exploring new surroundings.

4232 BE SMART, DON'T START (SMOKING) E
FLFR 11 C 1970
Discusses the hazards of smoking which include inhalation of poisonous nicotine and tar. Explains that smoking can eventually impair breathing, cause heart disease, lung cancer and emphysema. Concludes from teenagers who decided to quit.

7574 CLUBHOUSE BOAT E
CHUR 19 C 1969
An unfinished story designed to give children practice in decision making. Presents the experiences of four boys in their efforts to raise money to buy an old boat for a clubhouse. Raises questions of honesty and loyalty to friends.

8094 COMIN' THROUGH THE RYE (BULLIES) E
ACI 16 C 1974
Tells of the destruction by three boys of a prized possession of a younger boy. They laugh at it, break it, and throw it aside, leaving him in tears. Viewers will draw their own conclusions about bullying and senseless destruction.

0810 COURTESY FOR BEGINNERS (2ND ED) P
CORF 11 C 1968
Shows how a boy practices greetings and other courtesies with his class at school and then uses these courtesies in real situations. Demonstrates that how one says things can effect the way others feel.

2130 FAIRNESS GAME P
CORF 10 C 1974
A group of school children demonstrate how fairness problems can be solved by playing "The Fairness Game." Snows that fairness means thinking about your feelings and the feelings of others, and then deciding what's fair.

4259 FIGHT (WHAT SHOULD I DO?) P E
DISN 6 C 1969
Helps children think about how to deal with others who want to start fights.

4267 FINDING A FRIEND P
AIMS 11 C 1970
Portrays the predicament of a 10-year-old boy moving into a new neighborhood and seeking friends.

0174 FIRST CIGARETTE E J
BFA 9 C 1970
An open-ended film in which young people discuss the pressures that prompt smoking, arguments against it and the difficulties encountered when one decides to stop.

4266 GLASS MARBLE P
MLA 9 C 1970
Motivates class discussion for creative writing and art correlation, illustrates the need for cooperation and sharing in group activites by showing what happens after a kitten finds a beautiful glass marble.

4355 GREENHOUSE E
BARR 11 C 1973
Shows a young boy vandalizing a greenhouse. The owner of the greenhouse agrees that the boy can work to pay for the loss. When the greenhouse is vandalized again. The boy has developed a new set of values and together with the owner is crushed by the loss. They work together to save the plants.

8056 HIDEOUT (RESPONSIBILITY & TRUTH) P
CHUR 15 C 1974
Two children face a dilemma when lumber belonging to a neighbor is used by another child in building their hideout.

4123 HOW FRIENDS ARE MADE P
SMEK 10 C 1967
Despite the urging of his two departing friends "not to get involved," one of three close friends returns to help a new boy whose arm is in a cast and is having difficulty carrying his books. His experience with this new relationship results in a warm and rewarding friendship that expands to include the other boys too.

4167 HUFFLESS, PUFFLESS DRAGON (SMOKING) E
AMCS 8 C 1965
Nonsmoker dragon, drag knight, wins athletic contests against the smoker dragon, drag goon, and convinces other dragons to stop smoking.

8368 INSIDE OUT: BROTHERS & SISTERS E
AIT 15 C 1973
Introduces David who fails to live up to an agreement with his sister to attend her class play. Explains sibling rivalries and how they affect the feelings of other family members.

2105 LET'S PLAY FAIR (2ND ED) P
CORP 11 C 1968
Problems in fairness are illustrated by the case of Billy, who understands the rules of baseball but does not always know what is fair in other situations.

4261 LOST & FOUND P
BFA 11 C 1969
Discusses what one should do when one finds something that is lost and may be valuable to someone else. Gives children an opportunity to examine their own feelings both as finders and as losers.

8052 LOST PIGEON (OWNERSHIP) E
BARR 15 C 1974
Deals with the concept of ownership and responsibility for one's actions by telling a story about a boy who lost one of his homing pigeons.

7512 MISSING QUEEN (HEALTHY MENTAL ATTITUDE) E
ACI 16 C 1962
The story of a student who is wrongly accused of stealing a valuable stamp and who cannot decide whether or not to tell her teacher the name of the person she thinks may have stolen the stamp.

0229 NEW KID E
BFA 11 C 1972
As families move, their children have to enter new unfamiliar worlds. The new kid must have some kind of initial approach to the other kids. This film gives the newcomers some welcome reassurance and the old-timers some empathetic insights.

0302 NEW STUDENT, NEW FRIENDS P
XFR 9 C 1969
Follows a little boy's first day at a new school. Shows his hesitance, his misgivings and his fears. Concludes by showing his great feeling of satisfaction when he realizes that he does belong.

4249 ONLY BENJY KNOWS: SHOULD HE TELL? P
EBF 4 C 1970
Presents story of boy who goes to a store with his mother and sees some boys he knows slipping toys into their pockets. Examines whether or not tattling is justified in this situation.

8599 ROUNDABOUT (RESPONSIBILITY) P E
CHUR 19 C 1978
Tells a story of a young boy's experience with an old man who owns a magical toy merry-go-round (roundabout) and about what happens when it is stolen by the boy's friends. Shows not only responsibility and consideration for others, but suggests imagination and creative ideas.

8782 THAT'S MINE P
MAL 15 C 1978
Uses games, dramatizations and candid camera interviews with children to explain the concepts of individual ownership, responsibilities of group ownership and causes and solutions of conflict over possessions.

7576 TRICK OR TREAT E
CHUR 15 C 1969
An open-ended story by Fannie and George Shaftel about two boys who play a prank which backfires.

0289 VALUES: BEING FRIENDS P
BFA 9 C 1969
Shows three boys and how their friendship grows in simple everyday activities.

4260 VALUES: COOPERATION P
BFA 11 C 1969
Stresses the value of cooperation by picturing three boys playing together.

0288 VALUES: THE RIGHT THING TO DO P
BFA 8 C 1970
Motivates discussion on questions such as "should we do what we know is right even if we might get into trouble" and "who decides what's the right thing to do?"

4125 WHAT WILL PETE DO? (STARTING RUMORS) E
CFD 6 C 1968
A teacher passes around a ring during class. It disappears and the class believes it was stolen. Pete sees a member of the class in the principal's office and starts a rumor accusing him of the theft. The ring is then found with some other instructional materials. What does Pete do about the rumor he started?

0278 WHAT SHOULD I DO: THE GAME P
DISN 6 C 1970
Presents the problem of how to cope with playing by the rules and those who do not abide by the rules.

8600 A-M-E-R-I-C-A-N-S E
CHUR 12 C 1977
Shows interview of a number of children of all colors as they speak about how they feel about being Americans, about their own origins, about racial bias and about inter-cultural friendships.

0186 BUTTERCUP E
CHUR 11 C 1971
Presents an ecological story about a buttercup which floats down a mountain stream and ends up in polluted industrial waters.

8604 EVERYONE HELPS IN A COMMUNITY (REV) P
CHUR 17 C 1978
A community grows (in model) from a wilderness farm to a modern community. The interdependent lives of people dramatize the benefits of a division of labor in contrast to the wilderness farm.

7552 FABLE P E
XER 18 C 1972
Marcel Marceau pantomimes a fable which is intended to promote international cooperation, good will and understanding.

8477 FAMILIES: HELPING OUT P
CHUR 15 C 1976
By taking care of a younger brother, cleaning up a messy room, doing well at school, children contribute in different ways to their families. Shows responsibilities varying among cultures.

2907 GOOD CITIZENS P
EBF 11 C 1961
Shows how children can display good citizenship at home, at school and in public places. Points out that good citizens help our country grow in strength and freedom.

4264 GUIDANCE: LET'S HAVE RESPECT P
AIMS 11 C 1969
An open-end approach to four situation-type episodes involving respect for country and property.

4126 GUIDANCE: WHAT'S RIGHT? P
AIMS 10 C 1969
Students are asked to find answers to social situations pertaining to morals and manners. Each of the four segments provide an "open-ended problem to be solved. Students are led to find their own answers. At the end of each segment, the film asks that the projector be turned off to allow for class discussion.

2950 HELPERS AT OUR SCHOOL P
CORF 11 C 1966
Observes typical morning preparations of school personnel from custodians and lunchroom cooks to the teachers and principal, noting the value of school-wide cooperation in the effective operation of the school system.

8316 IF AT FIRST YOU DON'T SUCCEED E
FLFR 14 C 1976
A young boy interested in experimentation, becomes embarrassed because he can't get his complicated kite off the ground. A park supervisor encourages him to persevere but in another attempt the kite crashes into a tree. After a proprietor of a fix-it shop tells the boy about the trials and tribulations of inventors, he agains works on his kite and is successful in his attempt to fly it.

1201 INSIDE OUT: MUST I/MAY I E
AIT 15 C 1973
(Responsibility) film is designed to help children recognize that freedom and responsibility are both part of growing up, and to help them deal with the feelings caused by the tension between the two.

2593 LEARNING FROM DISAPPOINTMENTS E
CORF 11 C 1961
When three children are not chosen for the roles they wanted in the school history pageant, they overcome their disappointment through good sportsmanship, by chosing another goal and by trying again.

0190 LITTER, LITTER EVERYWHERE P
ECI 8 C 1971
Introduces the concept of ecology and the steps an individual can take toward creating a better environment.

2428 LITTERBUG (REVISED) P
AVIS 10 C 1970
Stresses how thoughtless untidiness contributes to the littering of both home and community and points out that established patterns of neatness are rewarding.

8075 LORAX P
BFA 25 C 1972
Introduces the Dr. Seuss character known as the lorax in a fanciful tale with a serious theme—clean up the environment before it's too late.

7575 PAPER DRIVE (HONESTY) E
CHUR 15 C 1969
Open-ended story by Fannie and George Shaftel regarding a class of 6th graders who cheat on a paper drive to win a contest.

4352 PORTRAIT OF A VANDAL E J
CENT 13 C 1978
Reenacts an actual case of vandalism among young viewers.

8658 RUFUS M., TRY AGAIN P
BFA 13 C 1977
Film is an adaptation from the award winning book by Eleanor Estes. Five-year-old Rufus Moffat models lessons in optimism, confidence and perseverance as he attempts to get his own library card. Overcoming many obstacles along the way, Rufus, with the help of a sympathetic librarian, learns how to write his name and the practical value of pursuing a worthwhile goal. Motivates young readers to use both school and public libraries.

4203 RULES, LAWS & YOU E
NEUB 11 C 1969
Emphasizes that respect for law and order begins with acceptance of rules made by the family, school and community. Shows the importance of rules and laws in a variety of situations, involving boy's club regulations, rules for playing games, traffic regulations and petty theft laws.

0390 RULES, RULES, RULES E
XER 10 C 1975
Uses a classroom situation in which students and the teacher attempt to work without rules to show that society cannot function without rules.

8053 VELVETEEN RABBIT (HUMANNESS) P
LSB 19 C 1974
A story of nursery magic which makes a stuffed rabbit real. Stimulates children to consider and discuss human values such as love, beauty, kindness, and reality.

0105 VALUES: UNDERSTANDING OTHERS P
BFA 8 C 1970
Raises and discusses questions on value—how can we learn to understand other people better and should we expect them to change. Explains that when we try to understand how others feel, we begin to care more about them.

4034 WHAT DOES OUR FLAG MEAN? P
CORF 11 C 1967
Explains through the story of a family that became naturalized American citizens. The meaning of the American flag, how it has changed through the years, how it is displayed and how one shows respect for it.

4300 WHY WE HAVE ELECTIONS: THE KINGS OF SNARK P E
LCA 9 C 1973
Tale set in a mythical kingdom demonstrates the concept of holding elections to select government officials. After trying several unsuccessful ways of running the country, they ask several ways of running the country, they ask several candidates to present their ideas, and take a vote to pick the one most people feel will serve them best.

8489 GOLDEN LIZARD: A FOLKTALE FROM MEXICO E
EBF 19 C 1977
Introduces students to a Mexican folktale and presents a story about belief that transcends eras and cultures and is a concern in contemporary life. Encourages discussion of work, belief in work, and belief in self. Raises questions about what is of value, what makes something valuable, and examines what inspires people to their best efforts.

7434 HOW TO SOLVE A PROBLEM P
BFA 12 C 1969
Explores the manner in which shildren solve the problem of their ball becoming lodged in a tree. Examines how they solve other problems.

4335 WITH A LITTLE HELP (GUIDANCE) P E
CHUR 11 C 1976
Tells the story about a friendless boy who finds a deserted young bird. With a wise teacher's help, he emerges from his shell of isolation as he learns that he can help a helpless creature.

8740 BEGINNING RESPONSIBILITY: GETTING READY FOR SCHOOL P
CORF 11 C 1969
Shows various ways in which to plan and organize in preparation for a day at school.

8681 BEGINNING RESPONSIBILITY: I CAN DO IT!
CORF 14 C 1978
While helping prepare for the afternoon puppet show, Lina accidently damages the star puppet. Lina knows little about repairing marionettes, but with the encouragement of her brother she undertakes the task. Demonstrates how determination, perserverance, and enthusiasm can get the job done.

8741 BEGINNING RESPONSIBILITY: LEARNING TO FOLLOW INSTRUCTIONS P
CORF 11 C 1968
When David, can't seem to learn how to follow instructions, some of his toy animals come to life and teach him that the way to follow instructions is to pay attention all the way, understand or ask questions, and remember the order of the instructions.

8688 BEGINNING RESPONSIBILITY: LUNCHROOM GOES BANANAS P
CORF 12 C 1978
Tells a news story that the food in Plumcrest school cafeteria has gone on strike to protest the poor luncheon manners of the children. When the media people are called to report this, a banana, spokesman for the edibles, airs the gripes of the food and condemns the behavior of the students. After the banana issues a two-week ultimatum, the students take some positive steps towards better lunchroom manners.

4062 BEGINNING RESPONSIBILITY: RULES AT SCHOOL P
CORF 11 B 1964
Explains how a class makes rules and why they are important. Considers the reasons for following school rules about promptness, good conduct and playground safety.

8682 BEGINNING RESPONSIBLITY: THE BROKEN BOOK SHOP P
CORF 11 C 1979
Tells the story of a very special bookbinder as he listens to the books in the repair shop tell their sad tales of misuse and abuse. Shows the results of improper or careless handling of books and stresses the importance of proper care.

4236 BEGINNING RESPONSIBILITY: BEING A GOOD SPORT P E
CORF 11 C 1969
Explores situations involving young people in acts of sportsmanship, and discusses the underlying motivations that led them to be good or bad sports.

8538 BEGINNING RESPONSIBILITY: BEING ON TIME (2ND ED.) P E
CORF 11 C 1973
Presents Jim, who, discovering that it's no fun being late, examines reasons for being late that led to suggestions for planning time and preparing for upcoming events.

0393 BEGINNING RESPONSIBILITY: MANNERS IN PUBLIC P E
CORF 10 C 1975
Uses the example of a young boy on his first trip to the city without adult supervision in order to show some of the types of behavior that are a part of good manners in public places.

8683 BEGINNING RESPONSIBILITY: TAKING CARE OF THINGS YOU SHARE P
CORF 11 C 1978
Explains how public and private property, as well as articles that are borrowed or found, should be cared for, stresses the need for respecting the property of others.

8487 BEGINNING RESPONSIBILITY: TAKING CARE OF YOUR OWN THINGS P
CORF 11 C 1977
Describes how to care for one's toys, clothing, and other property. Explains the importance of having definite place to keep things, putting articles back where they belong, and proper storing and handling of articles to prevent damage.

4074 BEGINNING RESPONSIBILITY: USING MONEY WISELY P
CORF 11 B 1967
Simple economic facts about money and its use are shown. Explains that money is exchanged for time and skills, that it is used for such necessities as food, clothing, housing, taxes and savings, and that careful choices are necessary to keep within one's income.

8417 BREAD & BUTTERFLIES: SCHOOL & JOBS E
AIT 15 C 1974
Looks at tasks, roles, and personalities in a hospital, a factory, a general store, and then in school and shows that there are direct similarities and differences between school learning and work activities.

8410 BREAD & BUTTERFLIES: CHOOSING CHANGES E
AIT 15 C 1974
Encourages students to believe in their own abilities and then to test and modify their estimates through experience. Shows how a chemical engineer comes to realize her own freedom not only to choose goals, but to test them through actual work experience.

8411 BREAD & BUTTERFLIES: DECISIONS, DECISIONS E
AIT 15 C 1974
Shows how everyone faces decisions and the more important they are, the tougher they are to make. Tommy must decide whether he can continue his friendship with Joey, who is shunned by his classmates. Demonstrates the decision-making process, focusing on the consequences of these decisions.

8412 BREAD & BUTTERFLIES: I AGREE YOUR'RE WRONG E
AIT 15 C 1974
Two young girls who have roles in a movie are confused over tension between the director and the cameraman on the set. The girls learn that interpersonal relationships can be an important determinate in whether or not work is accomplished and that interpersonal skills are crucial for working in groups and for one's own self esteem.

8413 BREAD & BUTTERFLIES: ME, MYSELF & MAYBE E
AIT 15 C 1974
Explains that in order to develop a framework for examining themselves students need an understanding of their own uniqueness, and of their evolving values, aspirations, and behaviors within the larger society. shows how a student overcomes her shyness at school when she learns some new skills and learns to accept herself.

8414 BREAD & BUTTERFLIES: OUR OWN TWO HANDS E
AIT 15 C 1974
Shows that everyone who works honestly contributes to society regardless of the type of work being performed and that there is dignity in work. Members of the Holland family, who live on and work a small pig farm, are enthusiastic about having a farm that thrives by "our own two hands."

8089 BREAD & BUTTERFLIES: PEOPLE NEED PEOPLE E
AIT 15 C 1974
(Interdependency of workers)
This film is designed through examples of positive dependent and interdependent relationships, to help students understand the importance of working together.

8415 BREAD & BUTTERFLIES: PLANNING AHEAD—THE RACER E
AIT 15 C 1974
Shows the importance to plan ahead and of learning to use equipment properly.

8416 BREAD & BUTTERFLIES: POWER PLAY E
AIT 15 C 1974
A group of trouble-makers create confusion in a school building during an imaginary drill in which students must take over the responsibilities of governing themselves. Shows concern with the concept of power and how it relates to influencing and working with others.

8418 BREAD & BUTTERFLIES: SUCCESS STORY E
AIT 15 C 1974
Relates a true story of Dave, who owns a leather shop where he makes and sells his work. Explores the various ways to define success, emphasizing the future implications of one's personal definition of the concept.

8419 BREAD & BUTTERFLIES: TAKING CARE OF BUSINESS E
AIT 15 C 1974
Shows how David begins to neglect responsibilities at home when he starts mowing lawns to earn extra money. Suggests that responsibility and self-control are learned behaviors and that adults usually regulate the amount of responsibility young people have until they learn to regulate themselves.

8420 BREAD & BUTTERFLIES: THINGS, IDEAS & PEOPLE E
AIT 15 C 1974
Three children who think their fathers has lost his job make lists of job possibilities, classifying them as jobs working with things, people, or ideas. They find that sorting and classifying the job options available are useful ways to handle all of the information they find.

8090 BREAD & BUTTERFLIES: TREASURE HUNT E
AIT 15 C 1974
(Self-independence & the economic system) in interwoven stories, children experience the frustrations and satisfactions of earning money. Shows some of the different ways of participating in the economic system.

8088 BREAD & BUTTERFLIES: WAY WE LIVE E J
AIT 15 C 1974
(Life styles) in this documentary the members of a West Virginia family reveal the values that shape their lives. This film is intended to make students aware of the range of alternative life styles and how these are often related to career choices.

8421 BREAD & BUTTERFLIES: WORK MEANS E J
AIT 15 C 1974
Tells why people work and how their work benefits others as well as themselves. A junior high school girl, doing research for a report, discovers that work means different things to different people, thereby helping students examine their own attitudes toward work, as well as to examine the attitudes of others.

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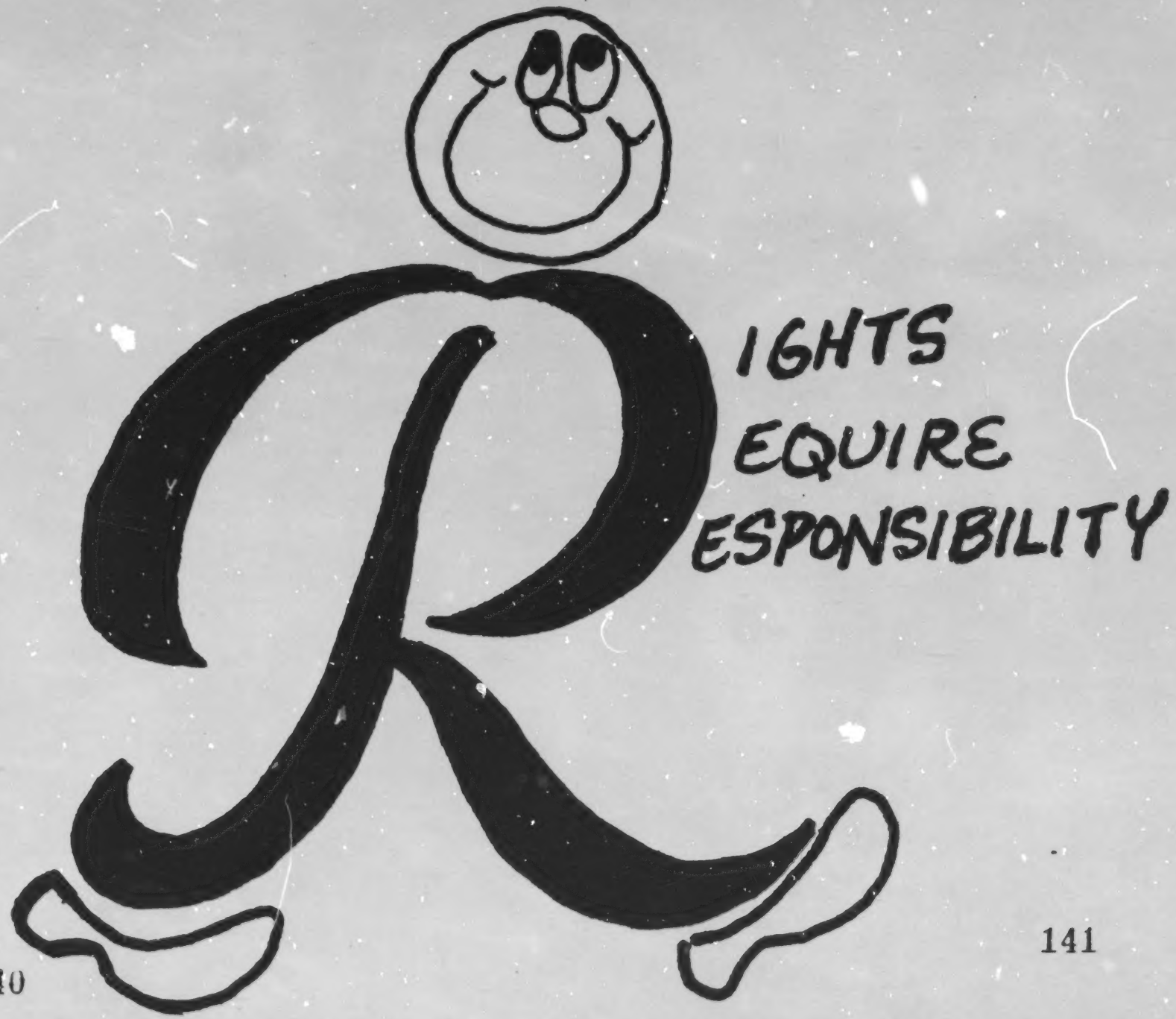
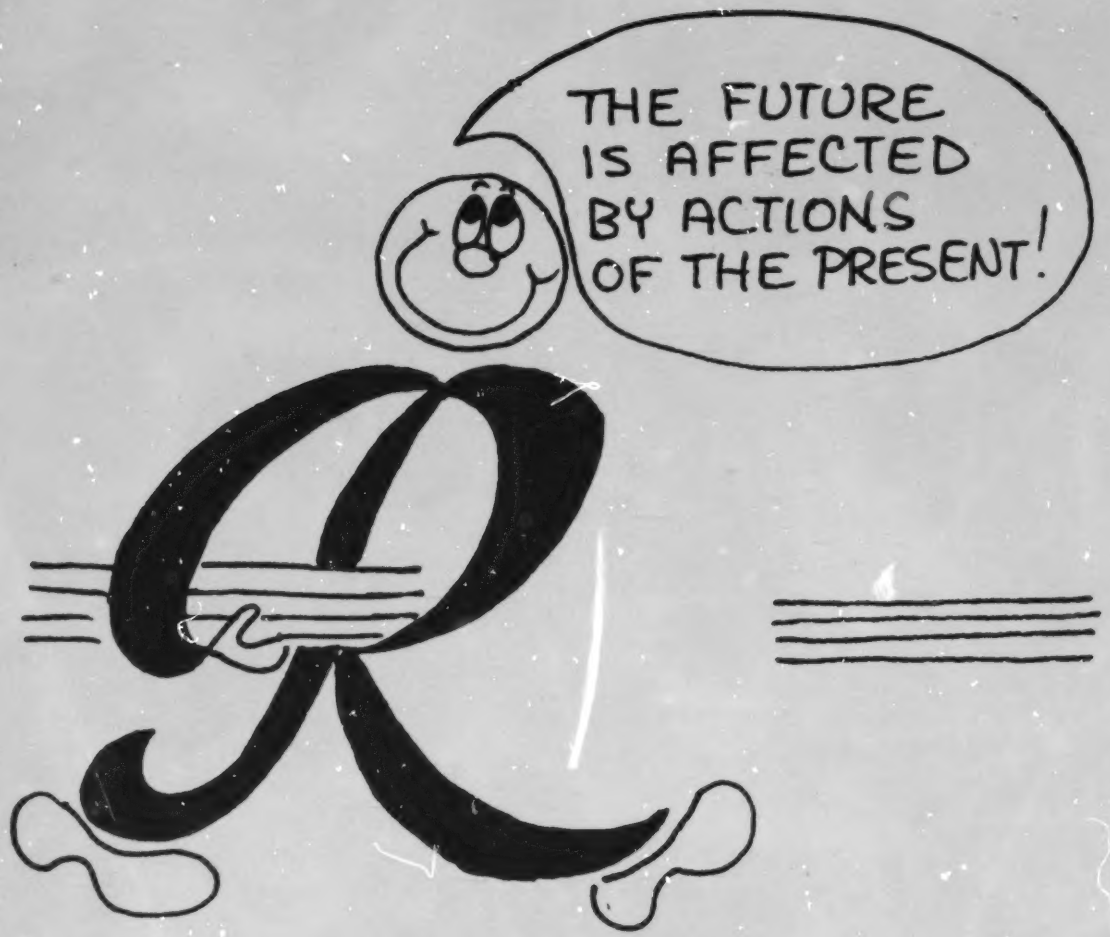
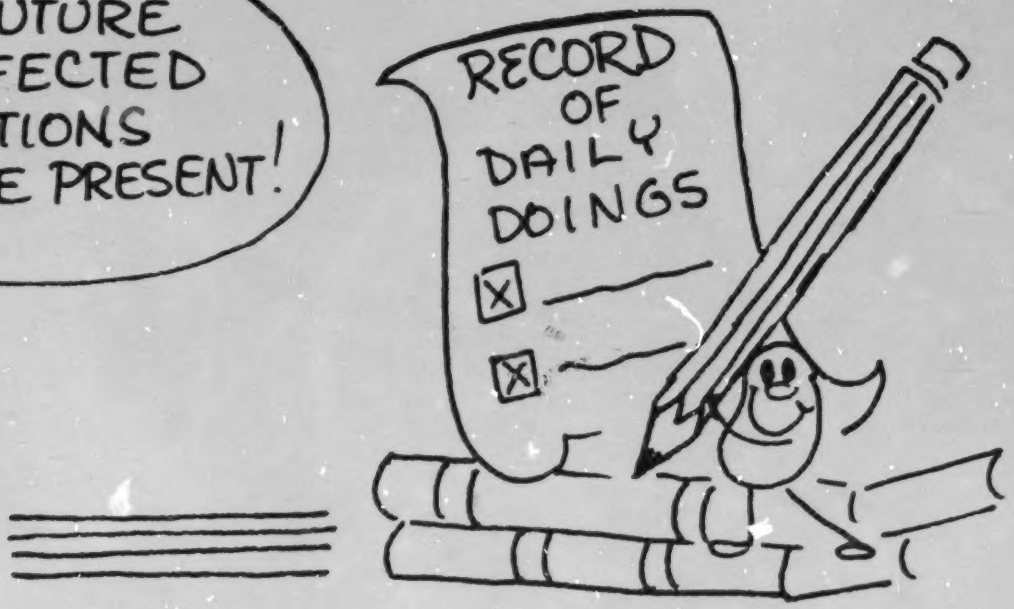
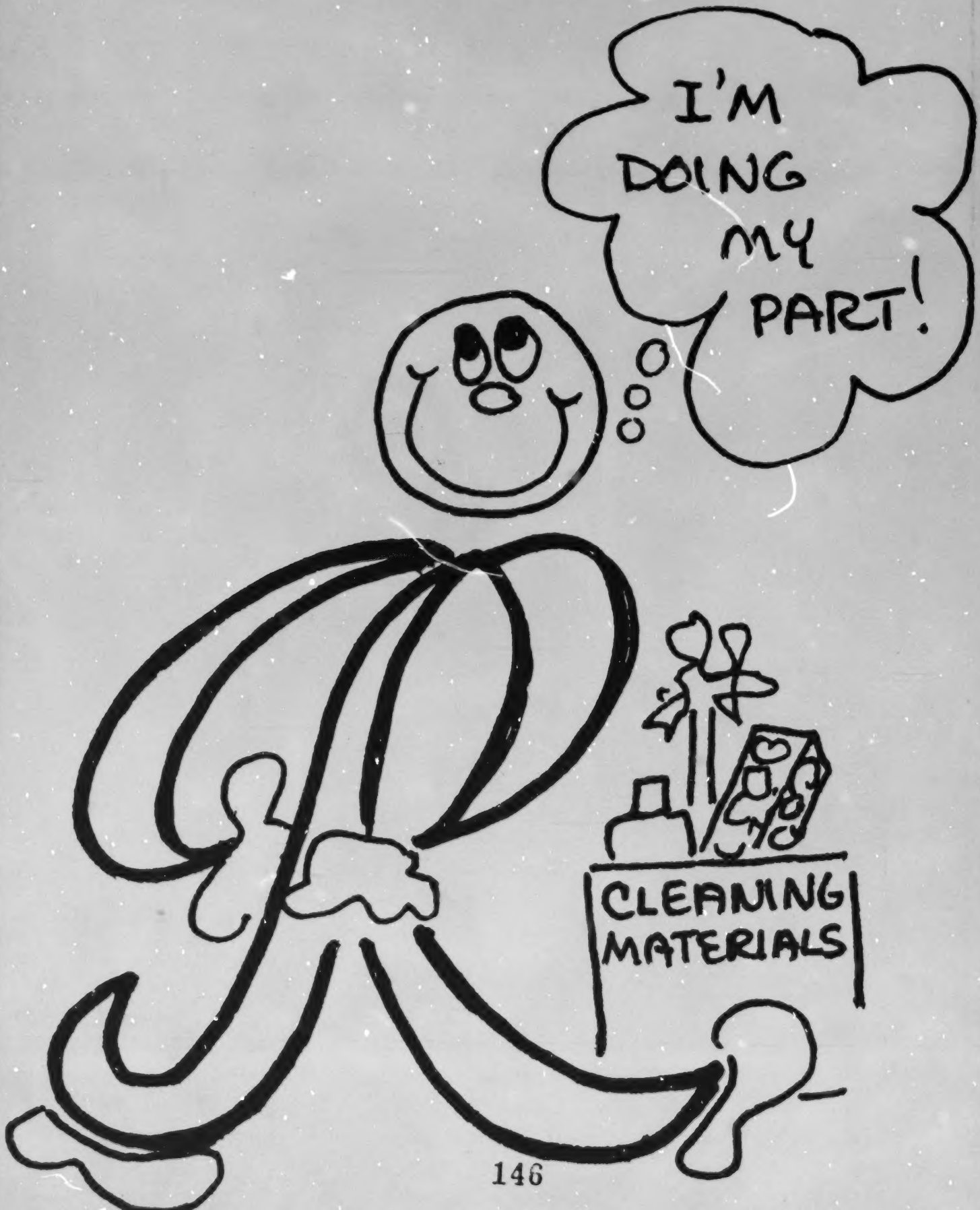
VISUAL AIDS 4-6

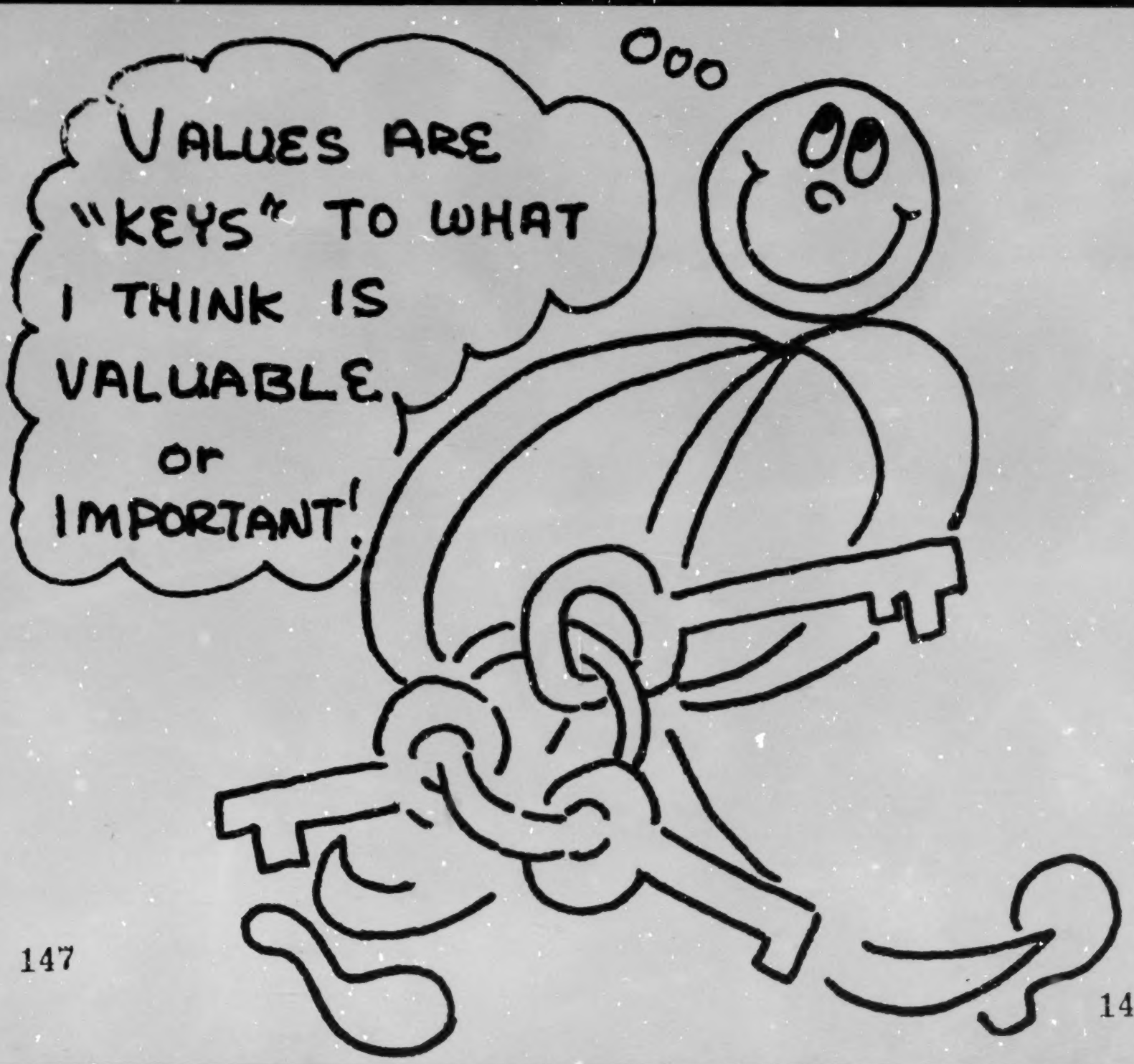

RIGHTS
EQUIRE
ESPONSIBILITY

ESPONSIBILITY
is OUR
ESPONSE ABILITY!


THE FUTURE IS AFFECTED BY ACTIONS OF THE PRESENT!


RECORD OF DAILY DOINGS


I'M DOING MY PART!
CLEANING MATERIALS



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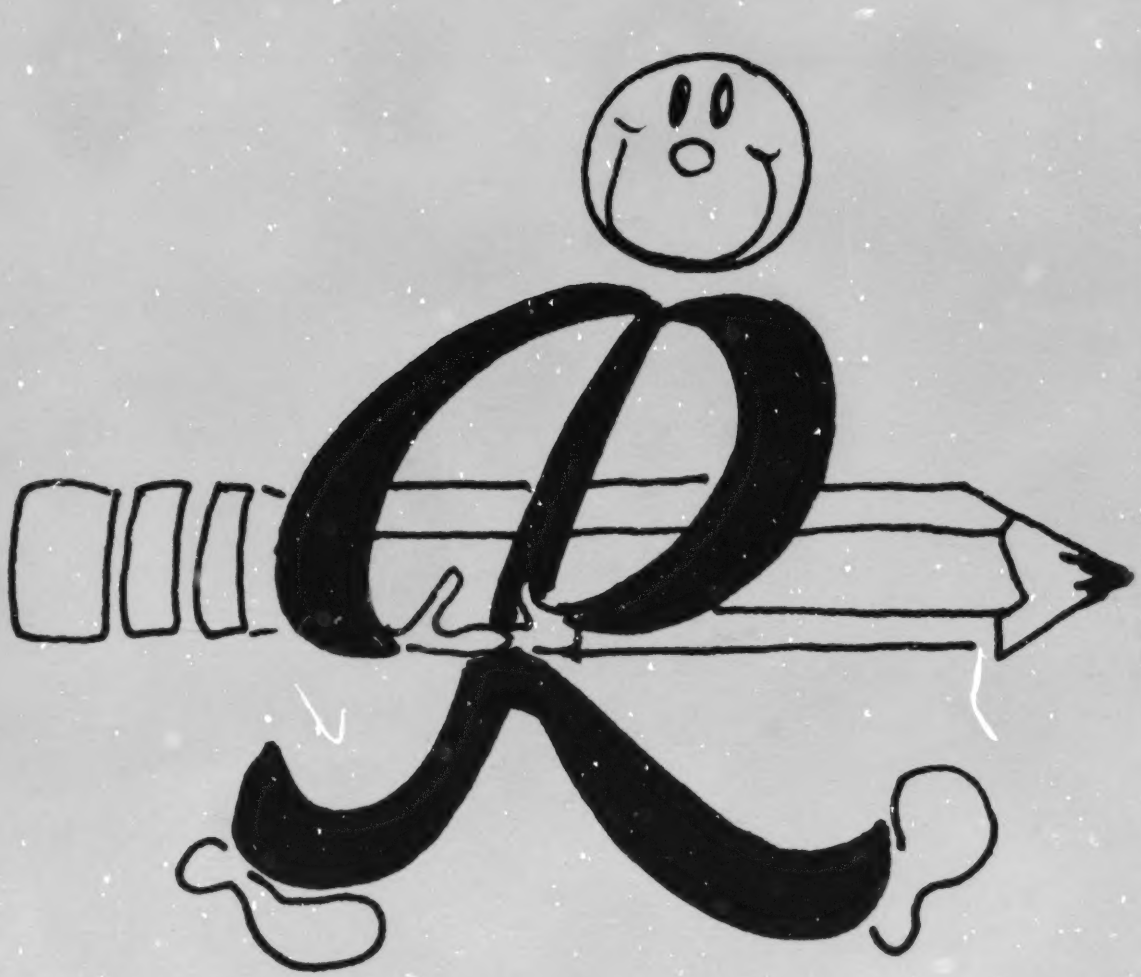

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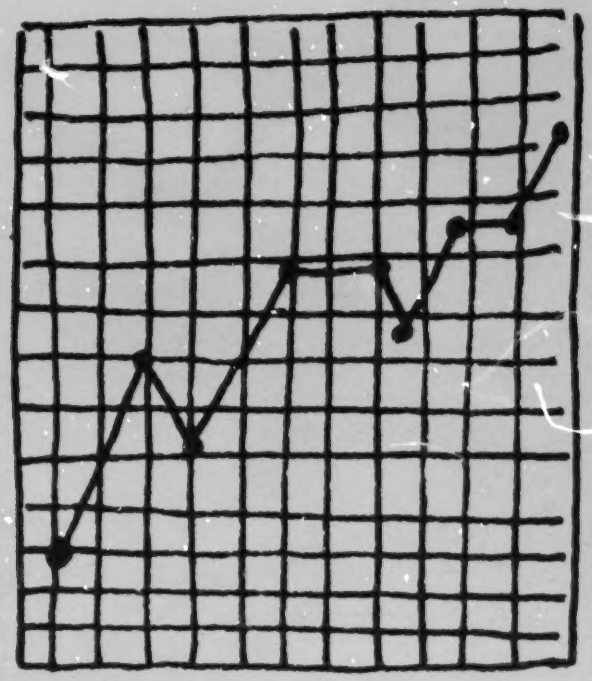
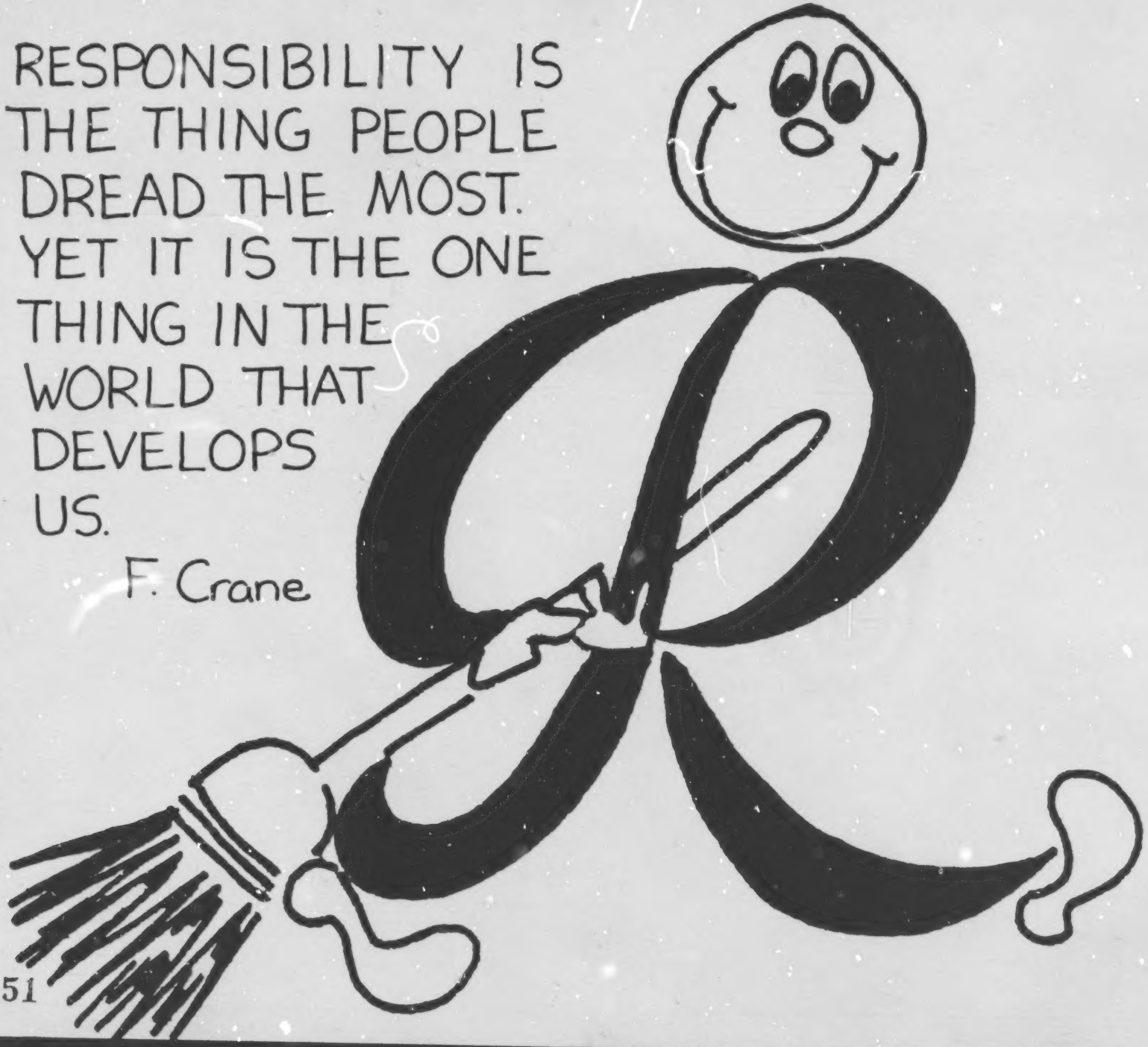
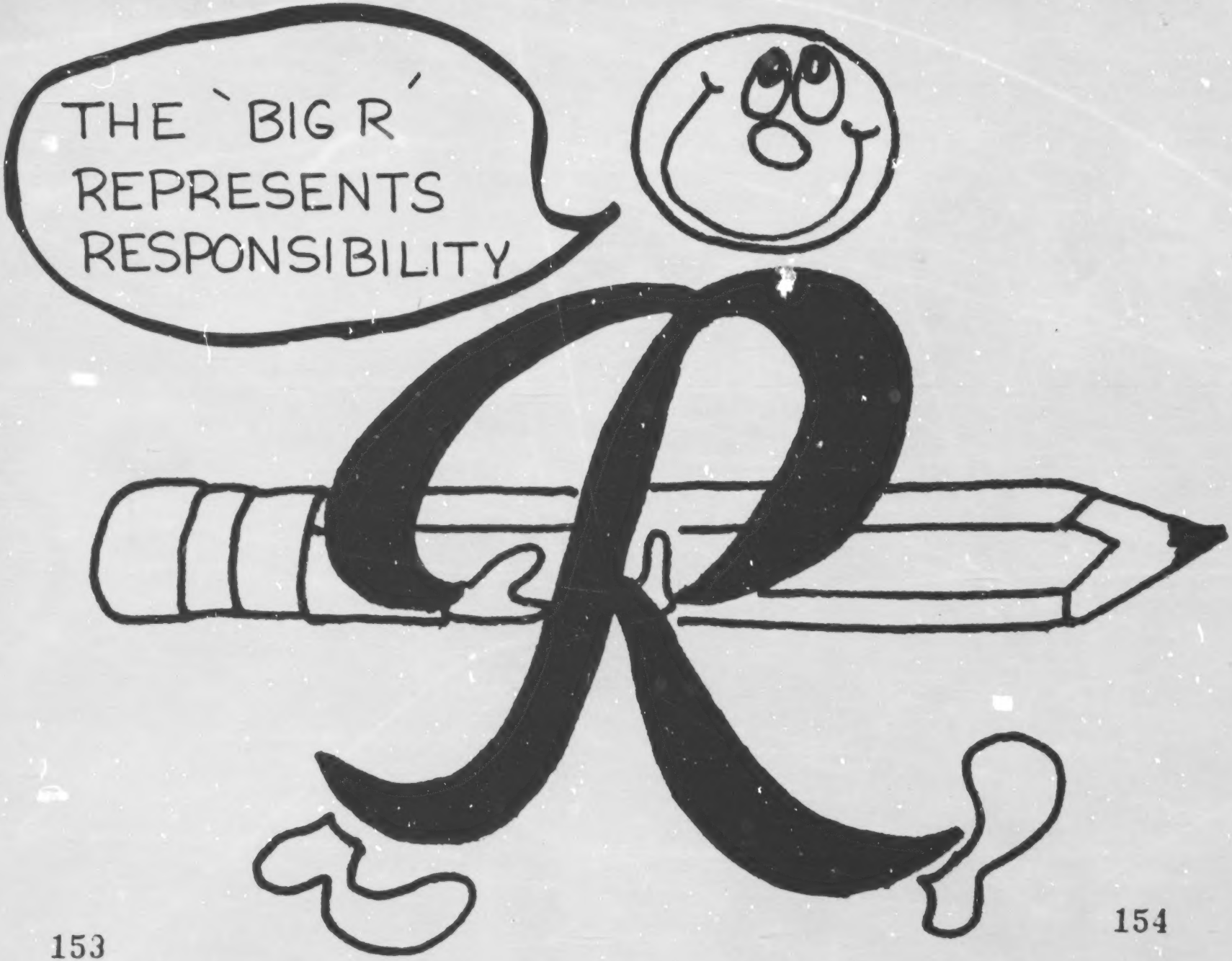


150

RESPONSIBILITY IS THE THING PEOPLE DREAD THE MOST. YET IT IS THE ONE THING IN THE WORLD THAT DEVELOPS US.

F. Crane

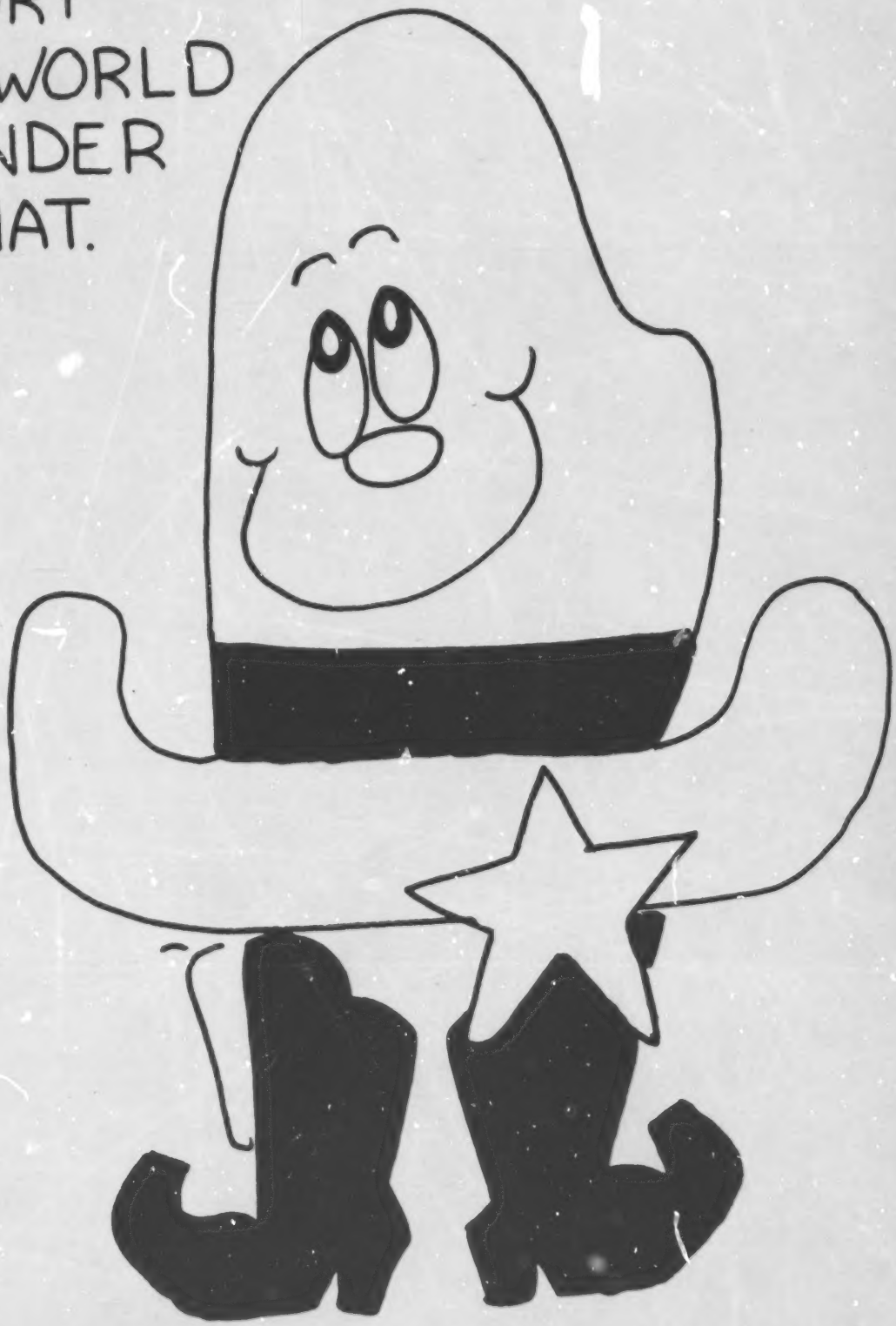



THE `BIG R´
REPRESENTS
RESPONSIBILITY

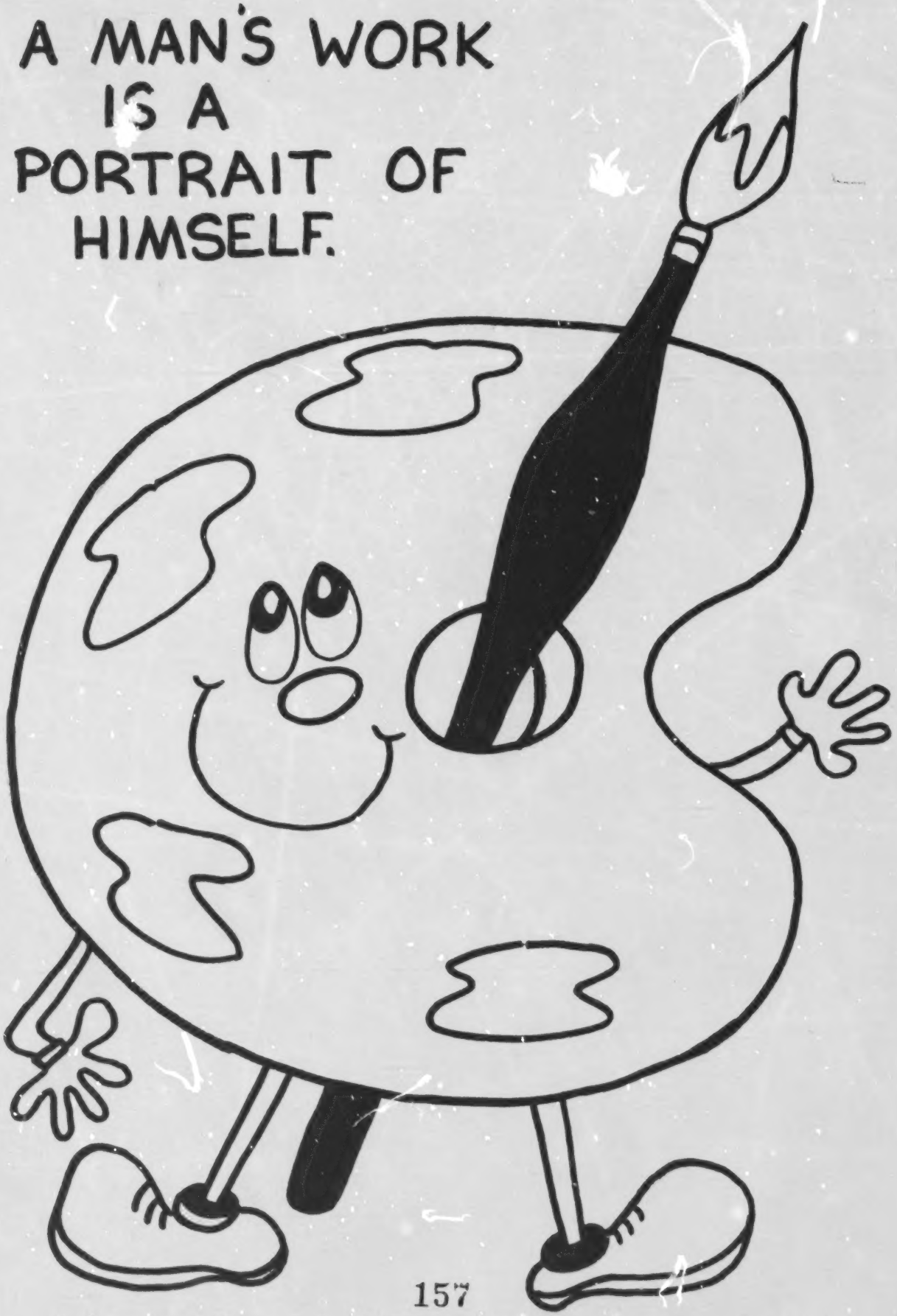
I CONCEIVE THAT GREAT PART OF THE MISERIES OF MANKIND ARE BROUGHT UPON THEM BY FALSE ESTIMATES THEY HAVE MADE OF THE VALUE OF THINGS.

B. FRANKLIN

THE GREATEST UNDEVELOPED TERRITORY IN THE WORLD LIES UNDER YOUR HAT.

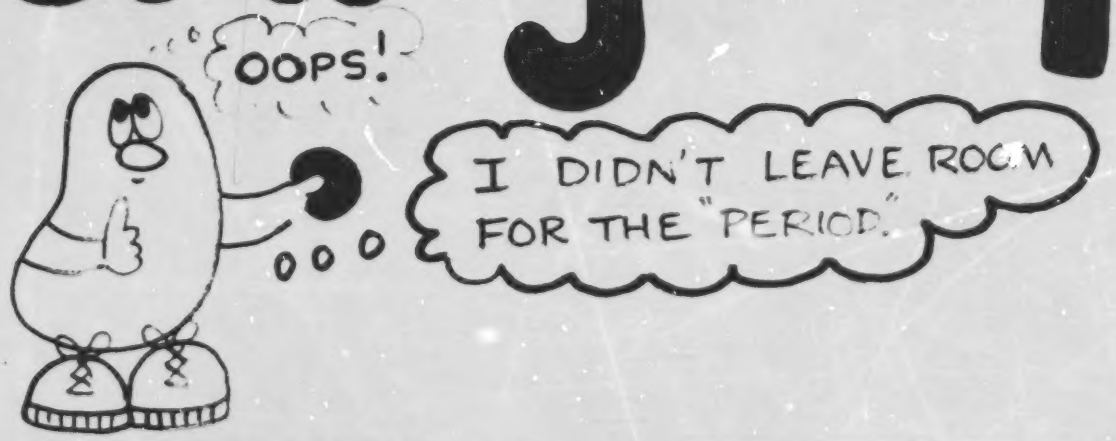


A MAN'S WORK
IS A
PORTRAIT OF
HIMSELF.

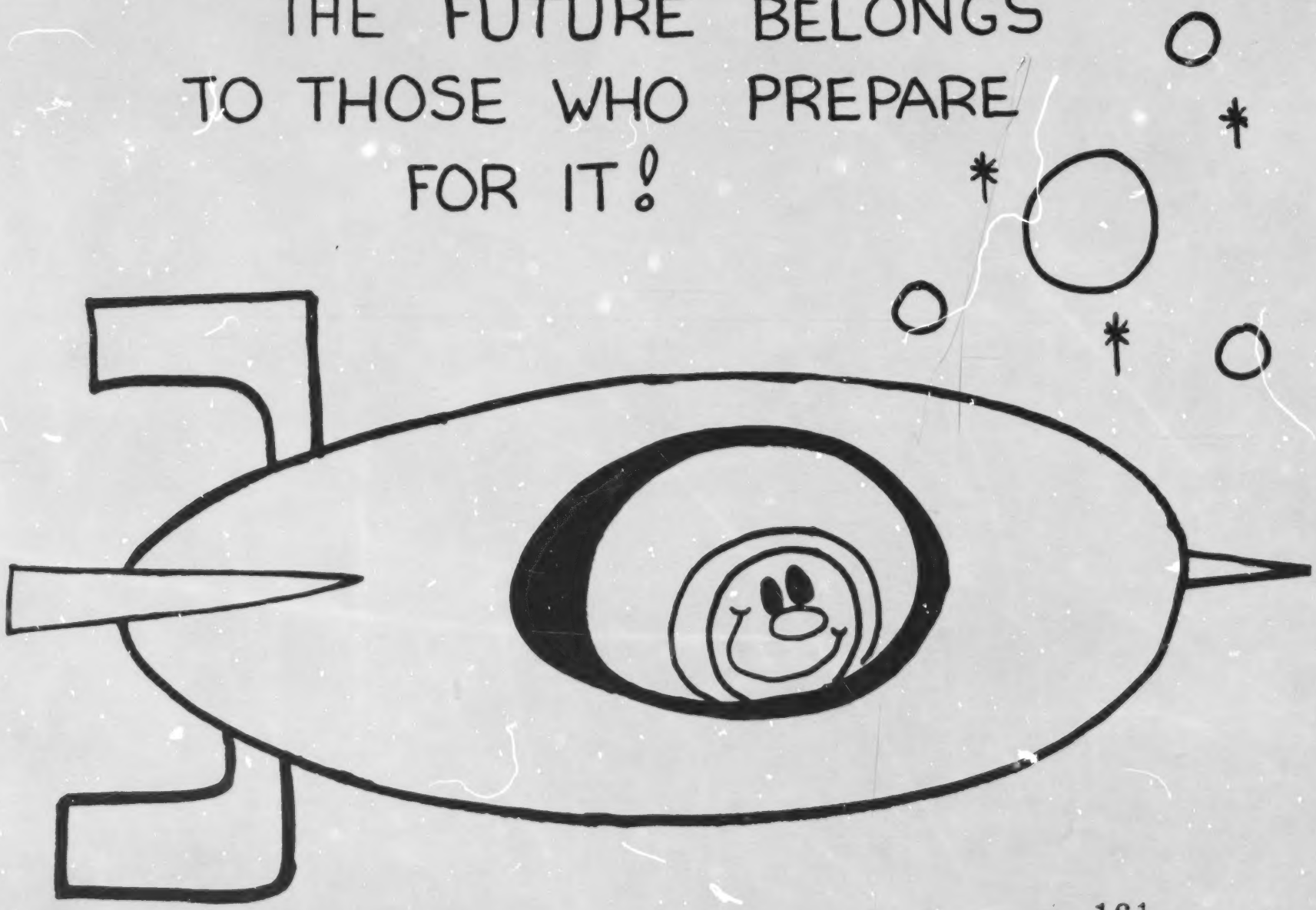


Plan your work

Work your plan

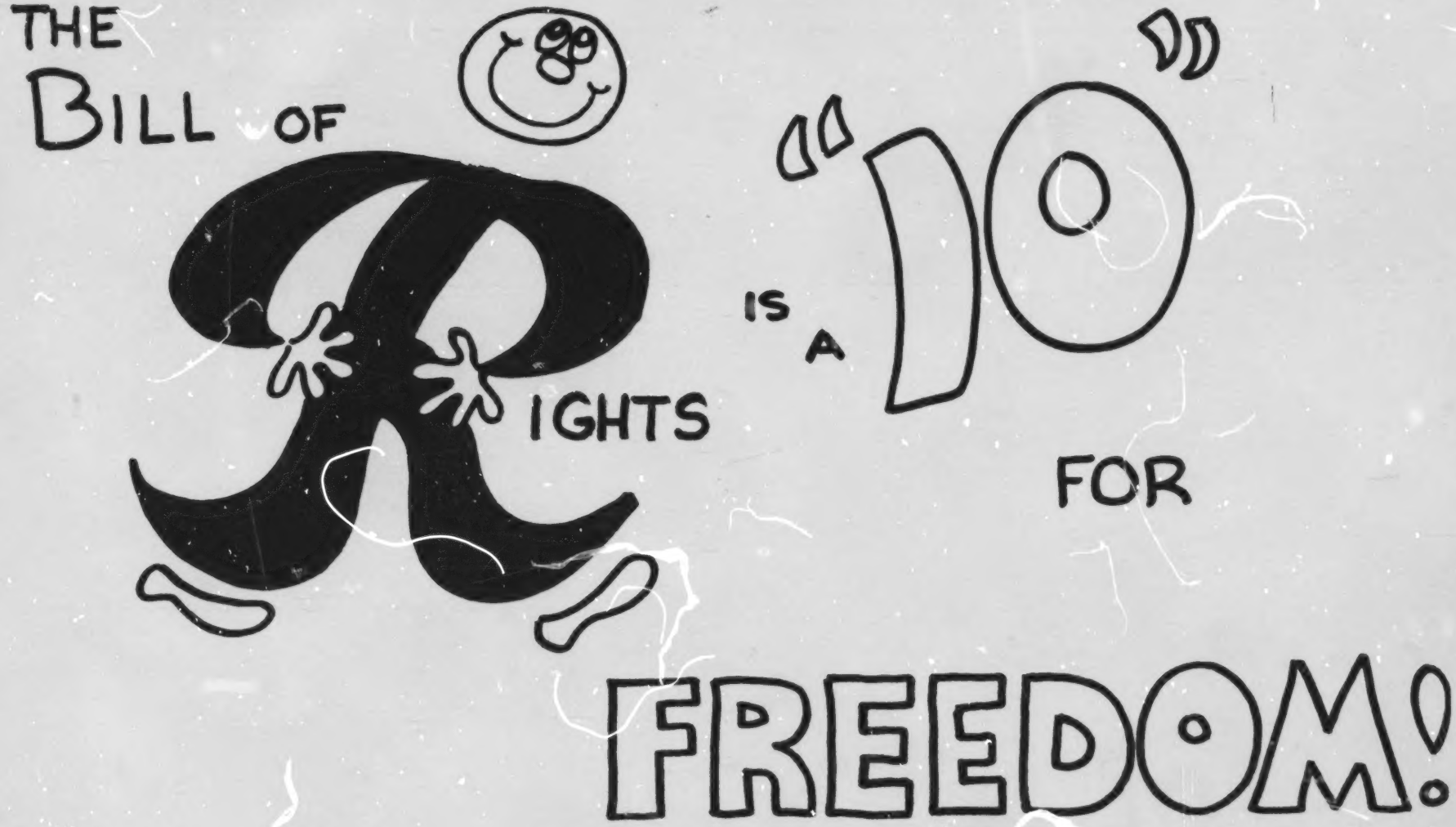


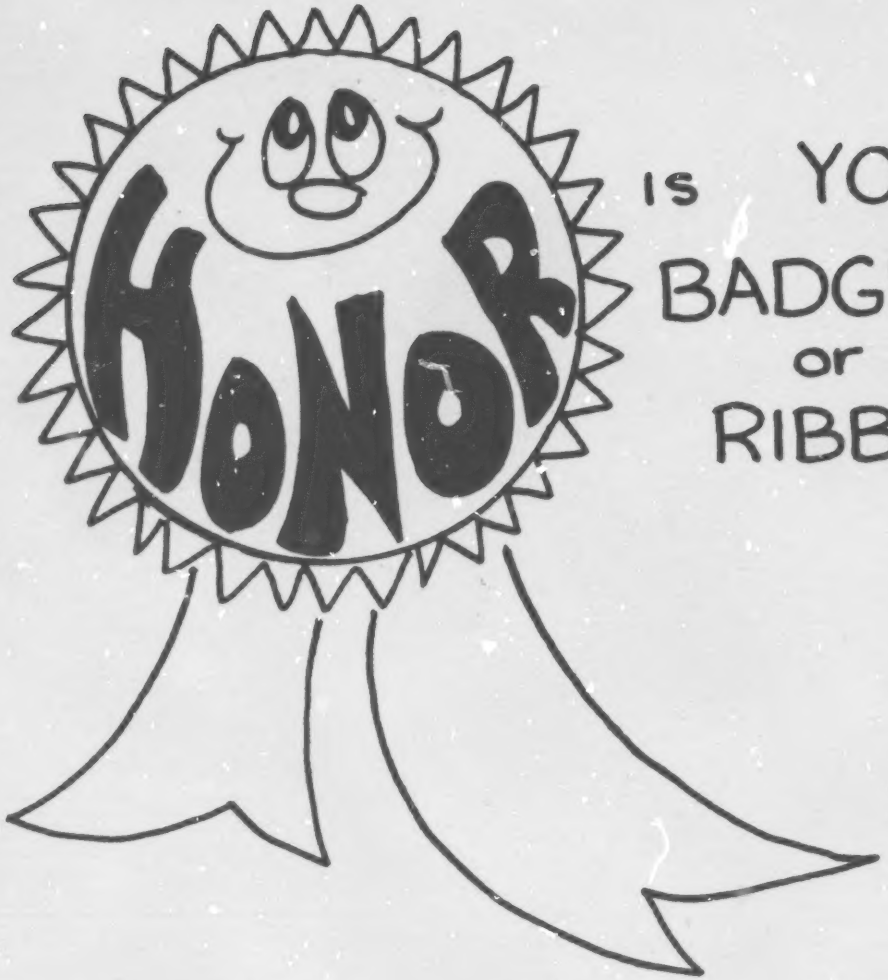
THE FUTURE BELONGS TO THOSE WHO PREPARE FOR IT!



JUSTICE IS THE BOND WHICH HOLDS CIVILIZED BEINGS AND CIVILIZED NATIONS TOGETHER.

D. WEBSTER

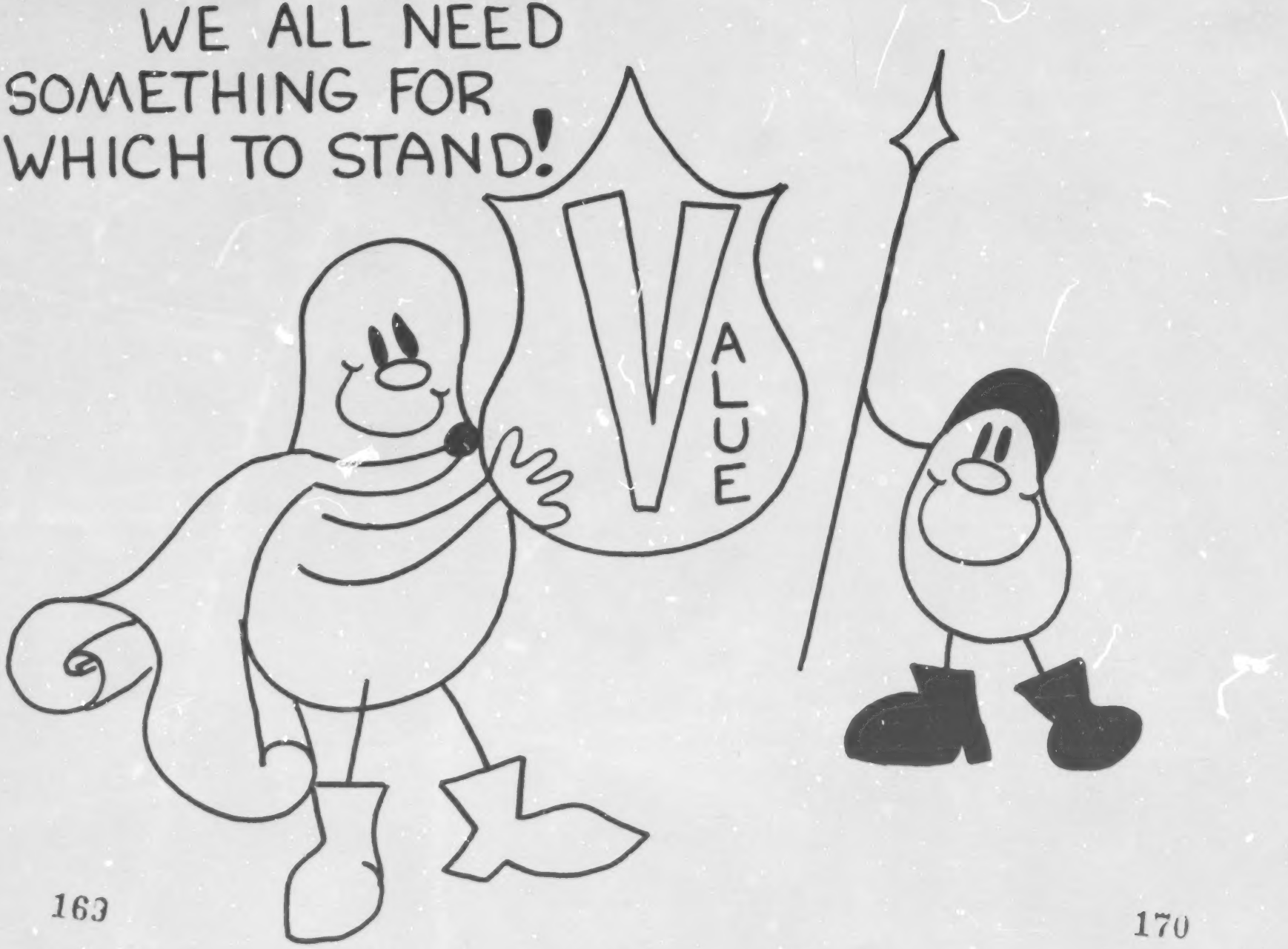

THE
BILL OF
RIGHTS
IS A
"10"
FOR
FREEDOM!



is YOUR BADGE or RIBBON of

NTEGRITY

SUPER STUDENT
STRIVES
FOR
THE SKIES
I'm
a
SELF
STARTER


WE ALL NEED SOMETHING FOR WHICH TO STAND!
VALUE

JUSTICE IS THE GREAT INTEREST OF MAN ON EARTH!

D. WEBSTER

THE REWARD FOR
A DEED WELL
DONE IS TO HAVE
DONE IT.

E. Hubbard

TRY

A

LITTLE

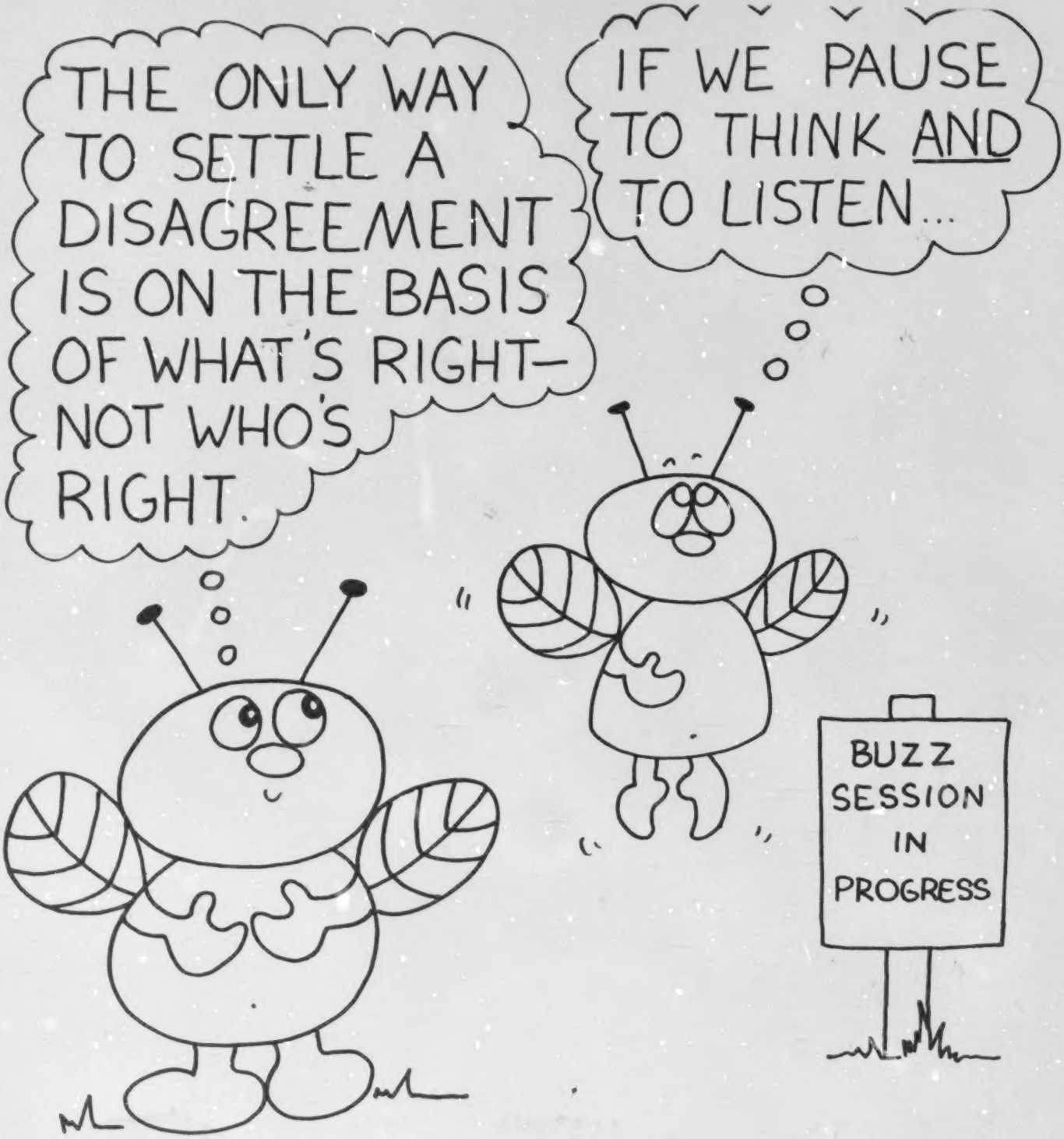
KINDNESS

IT DOES NOT TAKE MUCH STRENGTH TO DO THINGS, BUT IT REQUIRES GREAT STRENGTH TO DECIDE ON WHAT TO DO.

E. Hubbard

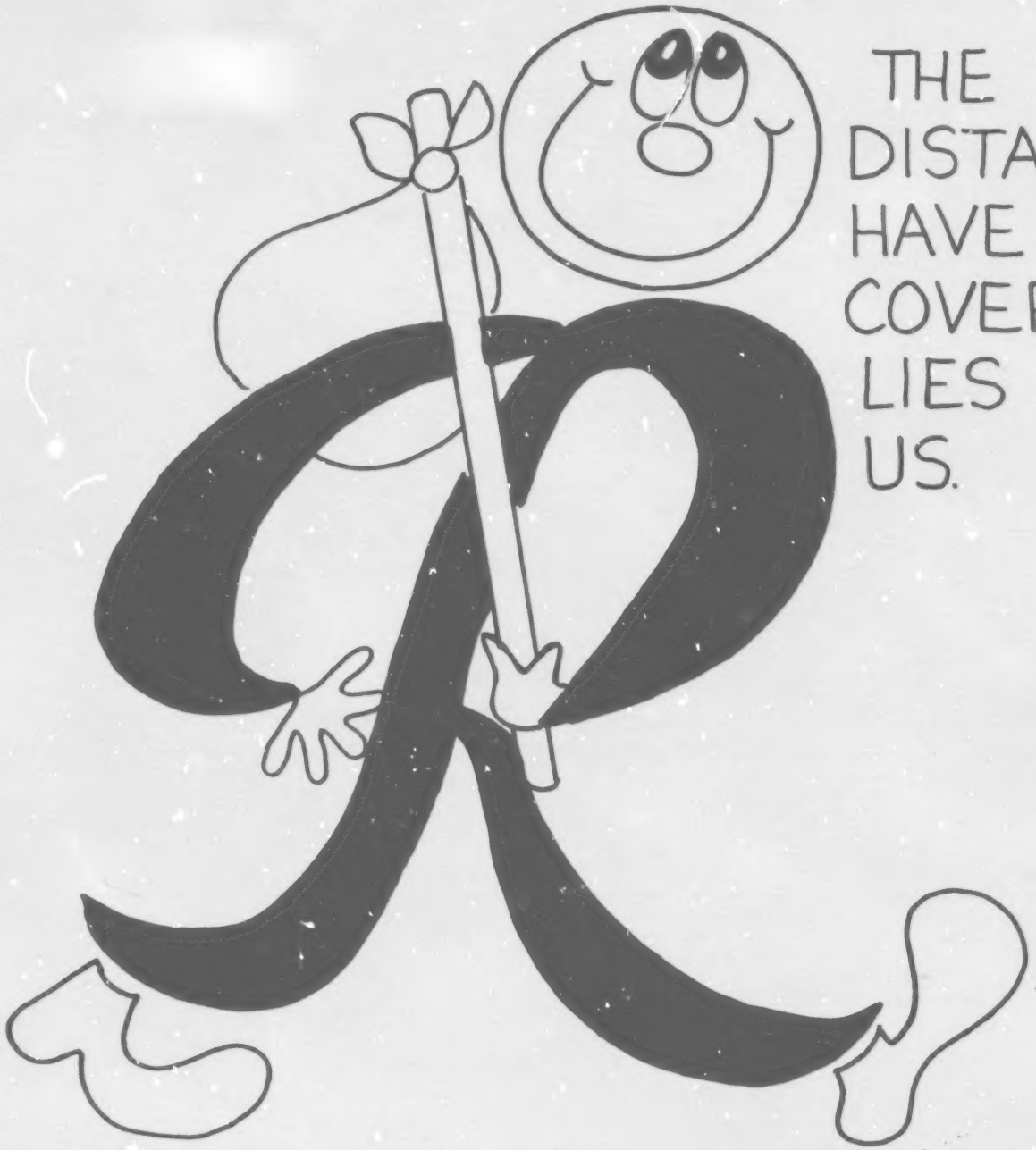
COURAGE IS RESISTANCE TO FEAR, MASTERY OF FEAR – NOT ABSENCE OF FEAR.

Mark Twain


THE ONLY WAY TO SETTLE A DISAGREEMENT IS ON THE BASIS OF WHAT'S RIGHT— NOT WHO'S RIGHT.
IF WE PAUSE TO THINK AND TO LISTEN...
BUZZ SESSION IN PROGRESS

WHEN YOU HAVE TO MAKE A CHOICE AND DON'T MAKE IT, THAT IS IN ITSELF A CHOICE.

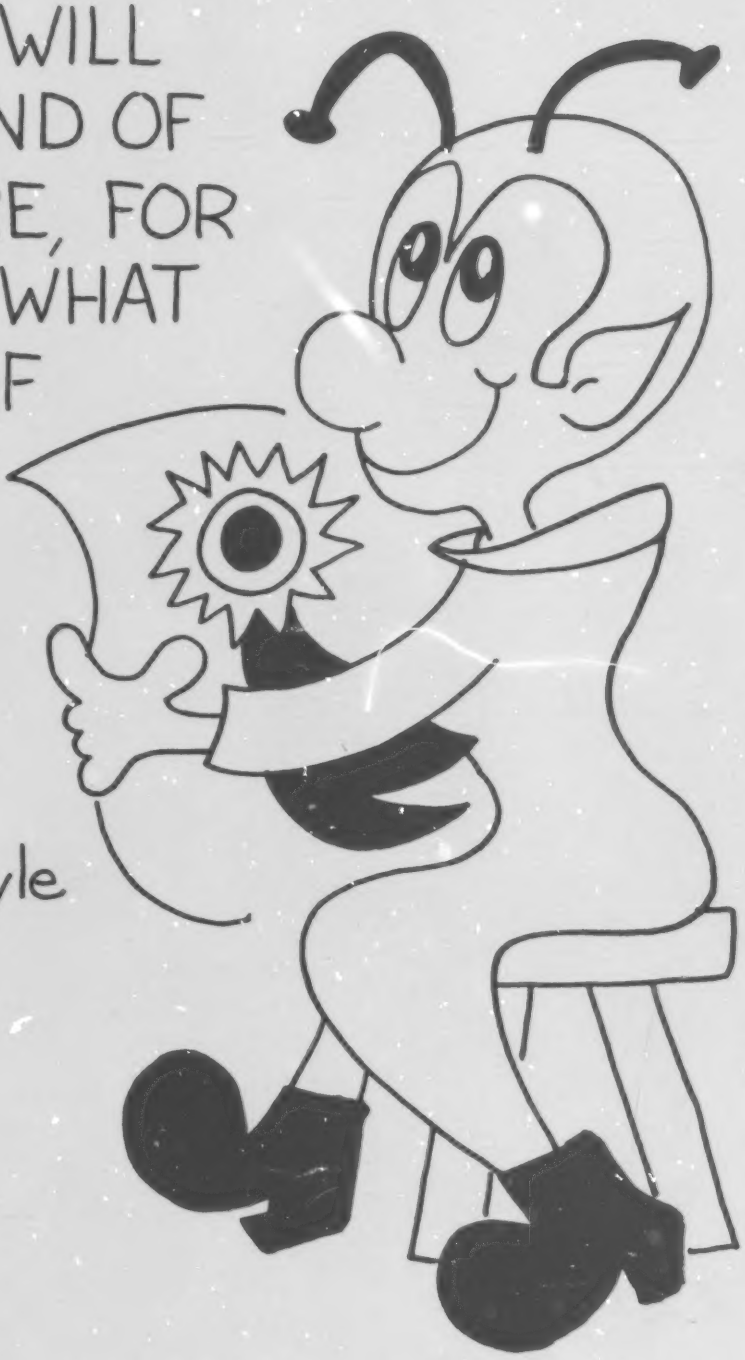
W. JAMES

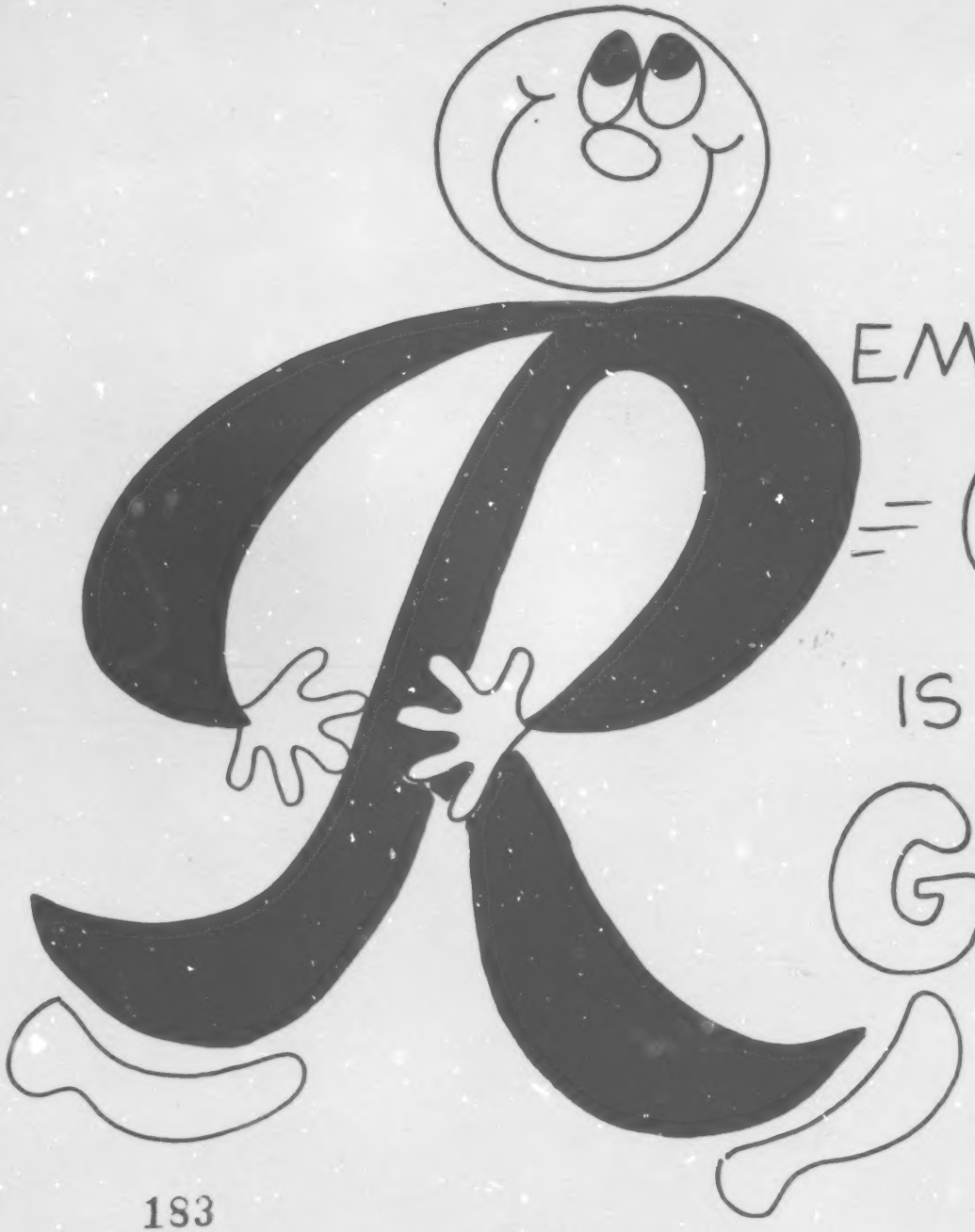


THE GREATEST DISTANCE WE HAVE YET TO COVER STILL LIES WITHIN US.

SHOW ME THE MAN YOU HONOR, AND I WILL KNOW THAT KIND OF A MAN YOU ARE, FOR IT SHOWS ME WHAT YOUR IDEAL OF MANHOOD IS, AND WHAT KIND OF MAN YOU LONG TO BE.

Thomas Carlyle





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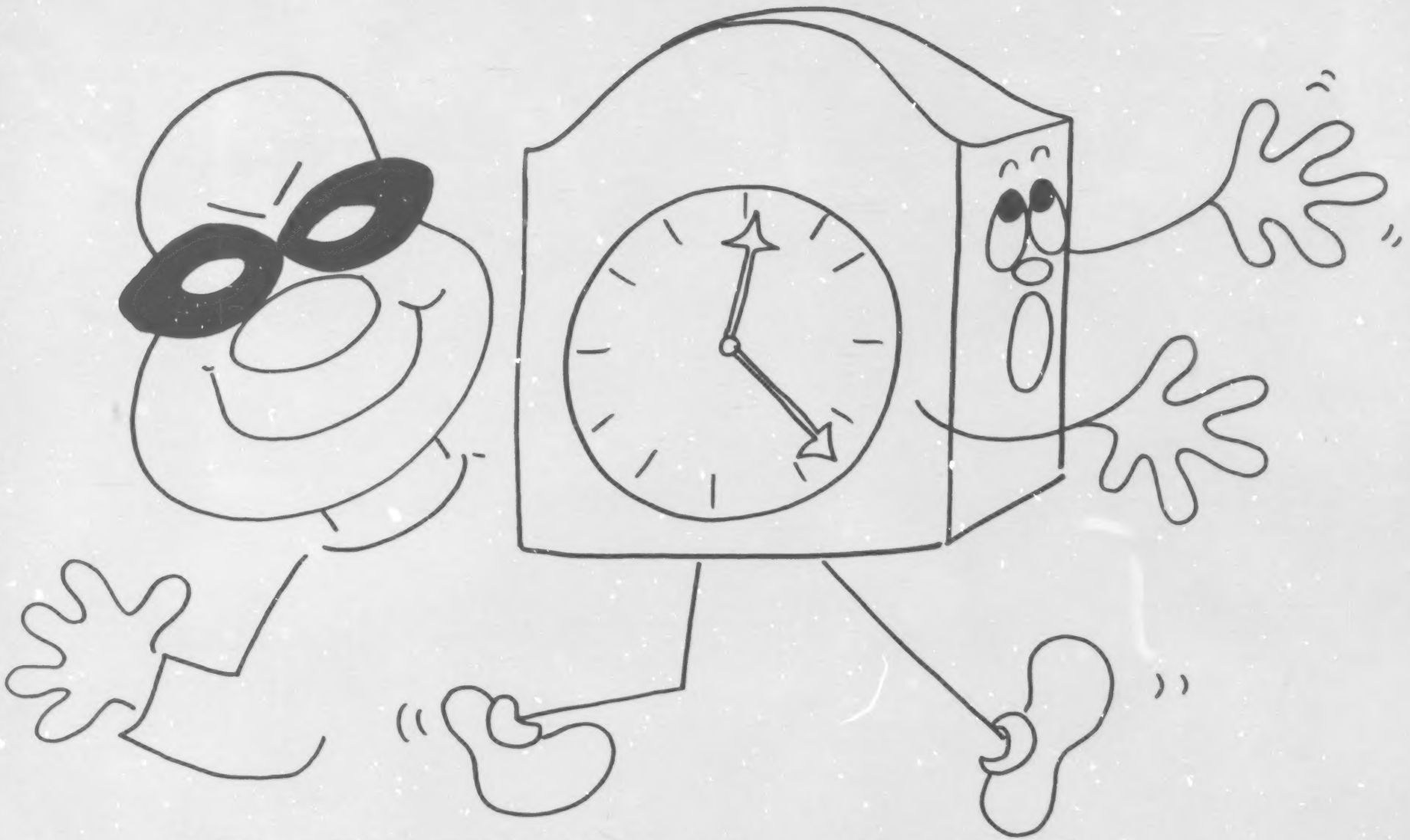
REMEMBER:

GO

IS PART OF

GOAL!

184



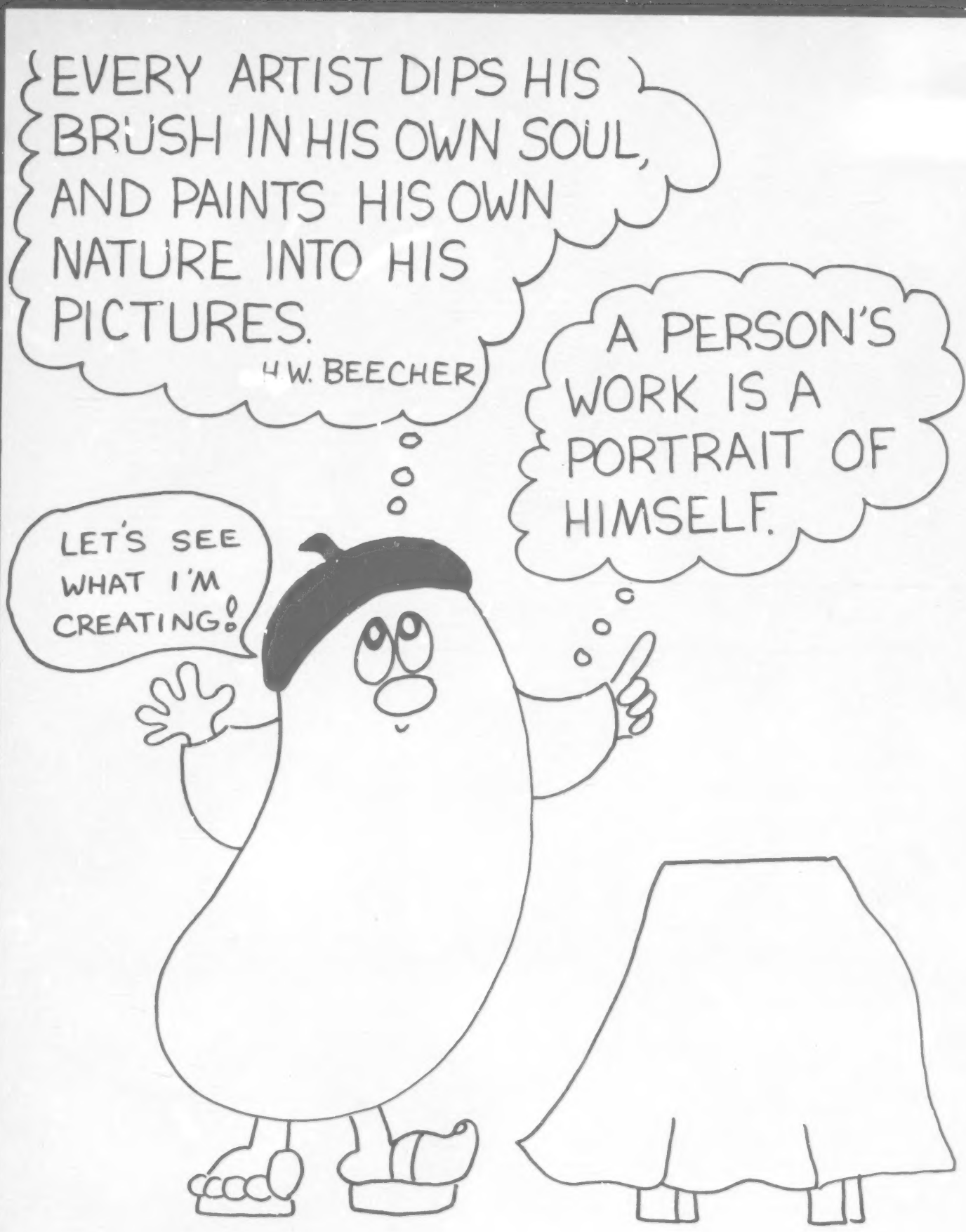
PROCRASTINATION IS THE THIEF OF TIME.

E.Y.

AILY
UTIES
ILIGENTLY
ISCHARGED
EVOTEDLY
ONE!

LET ALL YOUR THINGS
HAVE THEIR PLACES;
LET EACH PART OF
YOUR BUSINESS
HAVE ITS
TIME.

B. Franklin

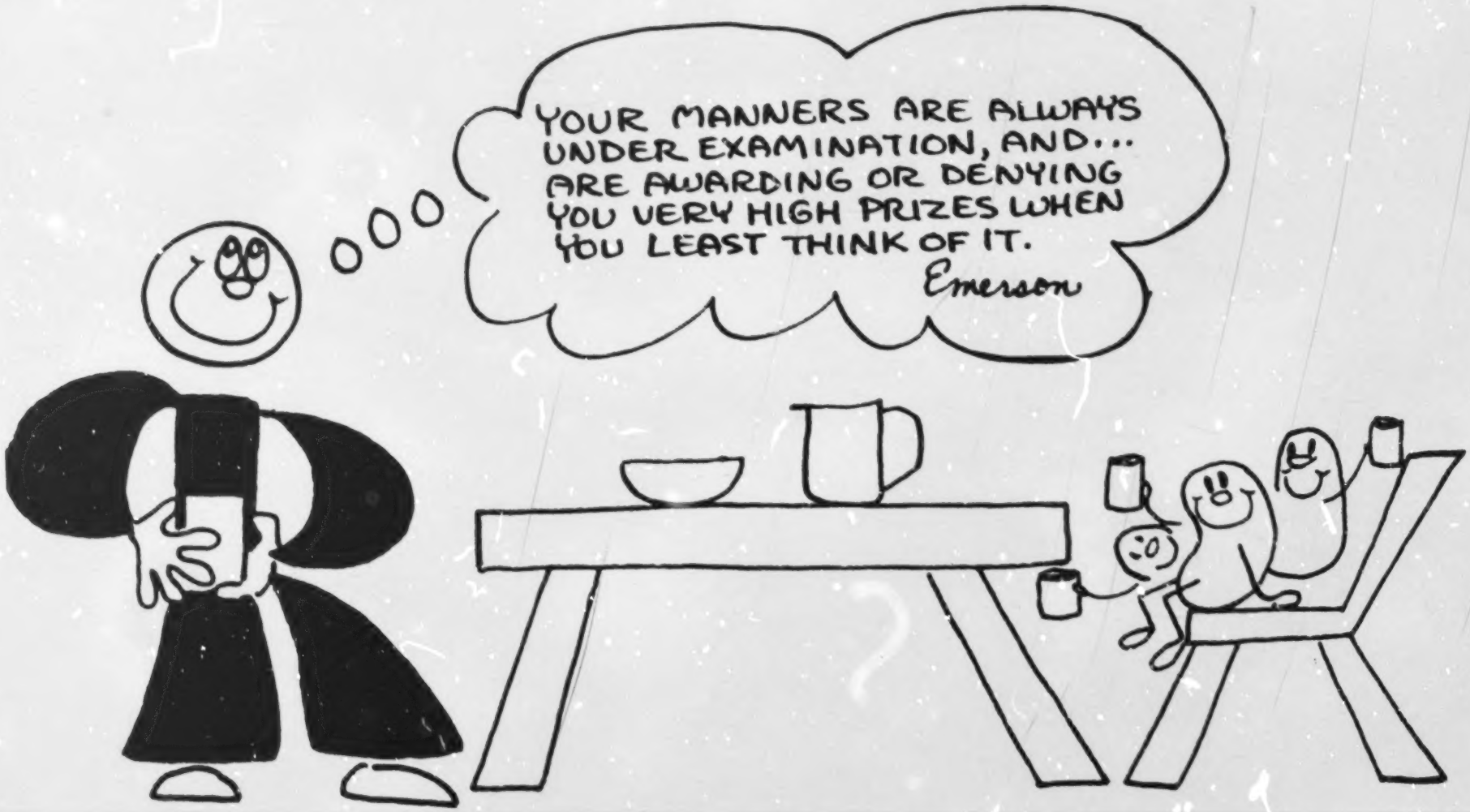

EVERY ARTIST DIPS HIS BRUSH IN HIS OWN SOUL, AND PAINTS HIS OWN NATURE INTO HIS PICTURES.
H W. BEECHER
A PERSON'S WORK IS A PORTRAIT OF HIMSELF.
LET'S SEE WHAT I'M CREATING!

REACH FOR THE STARS!

NOTEBOOK
TO ACCEPT GOOD ADVICE IS TO INCREASE ONE'S ABILITY. Goethe

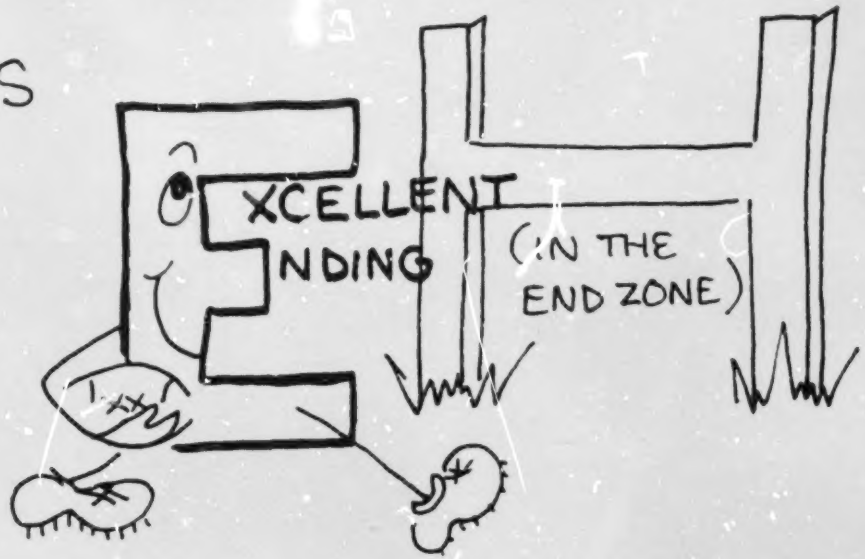
BE RULED BY TIME,
THE WISEST COUNSELOR
OF ALL.

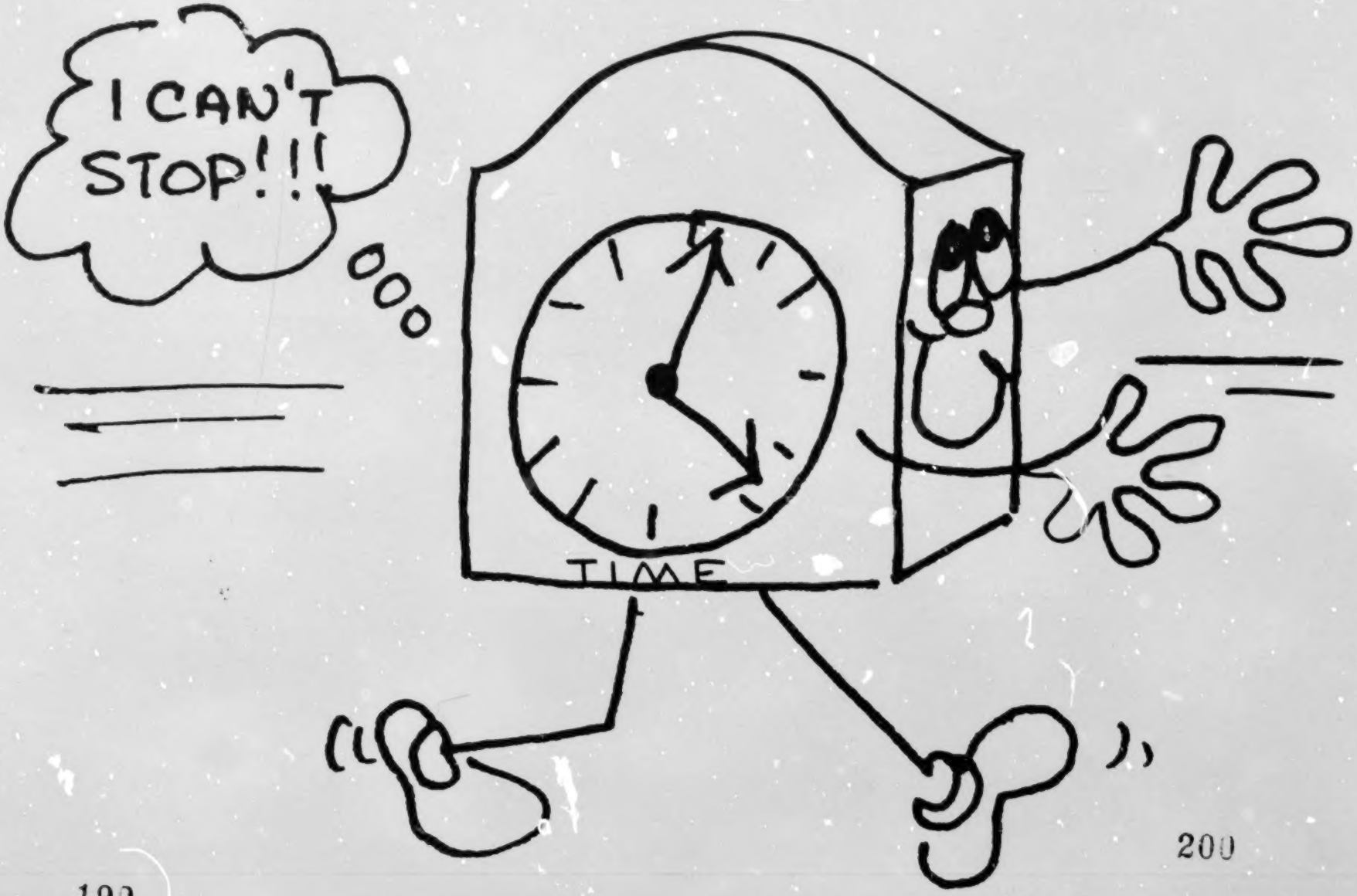
Plutarch


YOUR MANNERS ARE ALWAYS UNDER EXAMINATION, AND... ARE AWARDING OR DENYING YOU VERY HIGH PRIZES WHEN YOU LEAST THINK OF IT.
Emerson

E FFORT + E NERGY + E NTHUSIASM + E NDURANCE

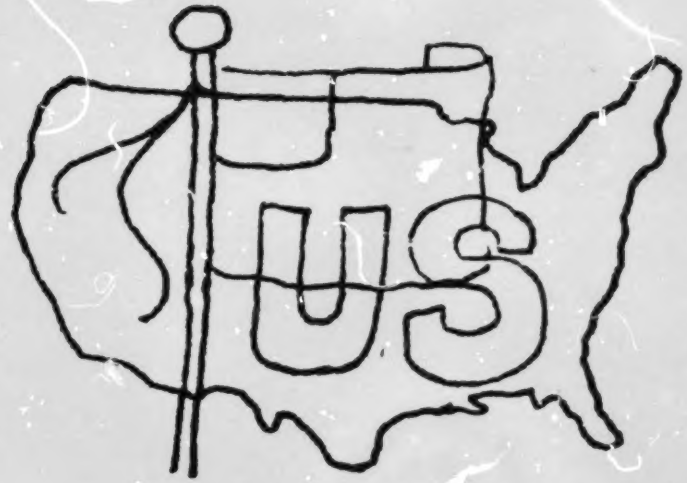
EQUALS

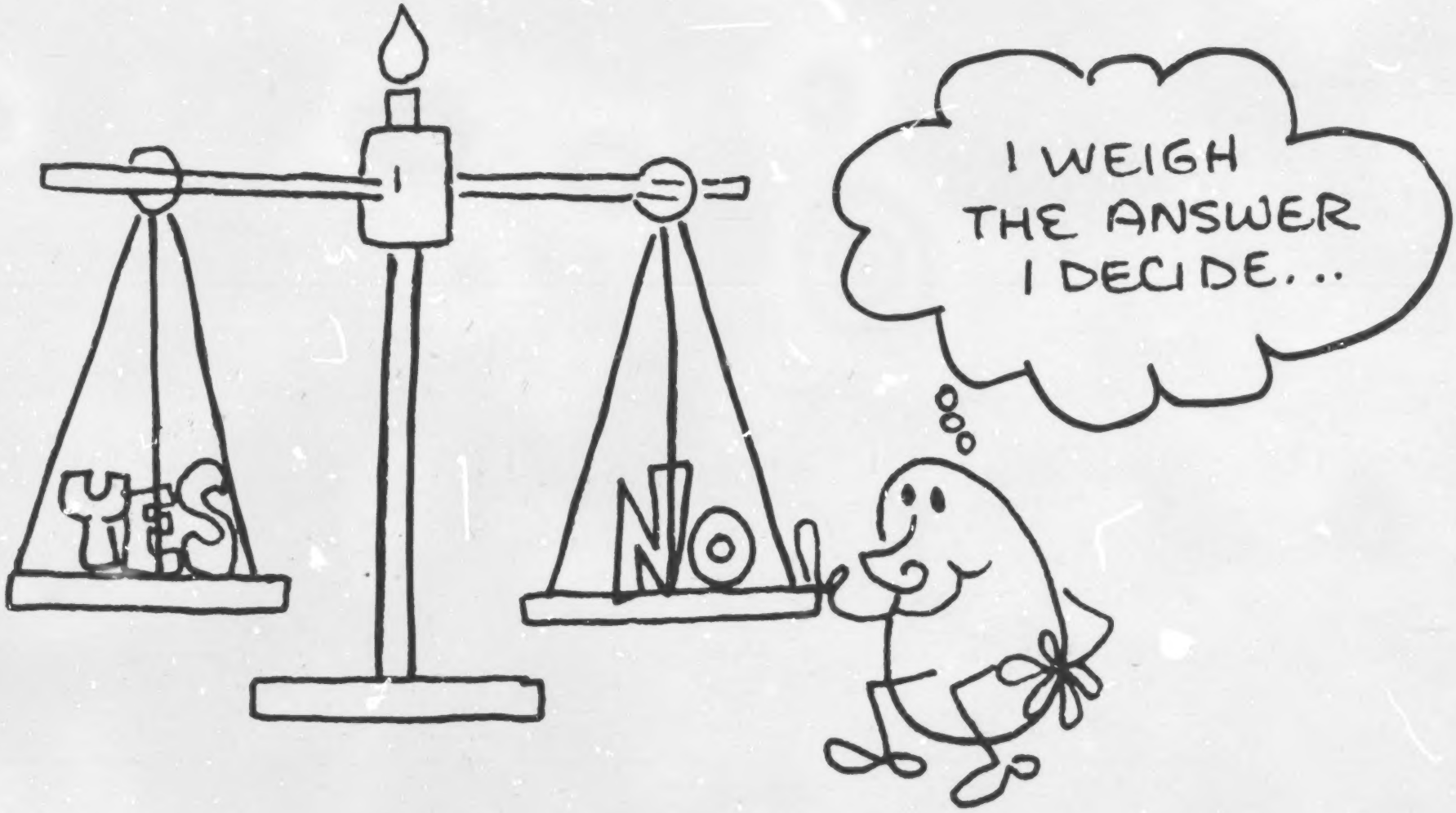



I CAN'T STOP!!!
TIME

A THOUGHTFUL MIND
WHEN IT SEES A
NATION'S FLAG, SEES
NOT THE FLAG, BUT
THE NATION ITSELF.

H.W. Beecher



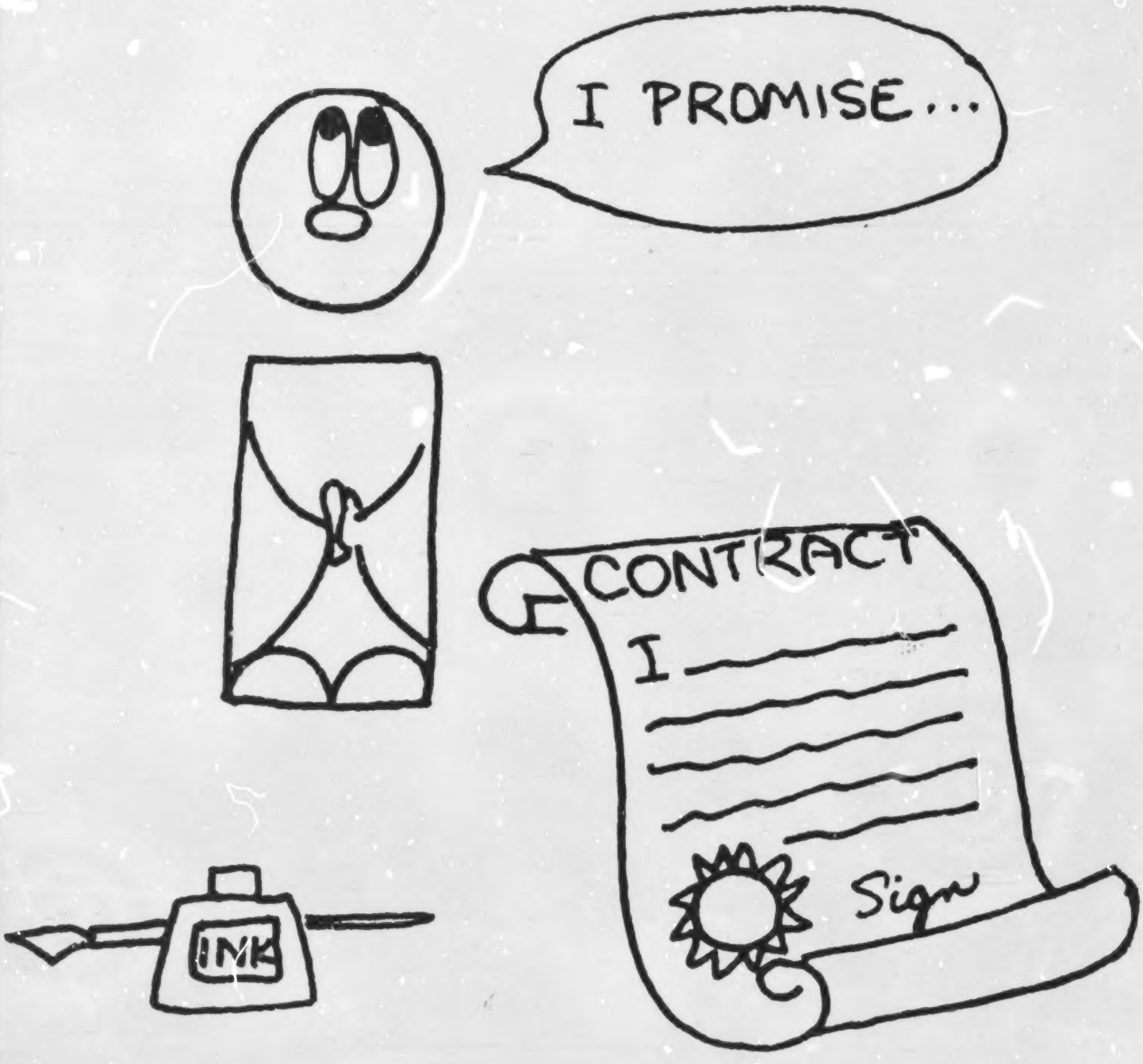

I WEIGH
THE ANSWER
I DECIDE...
YES
NO

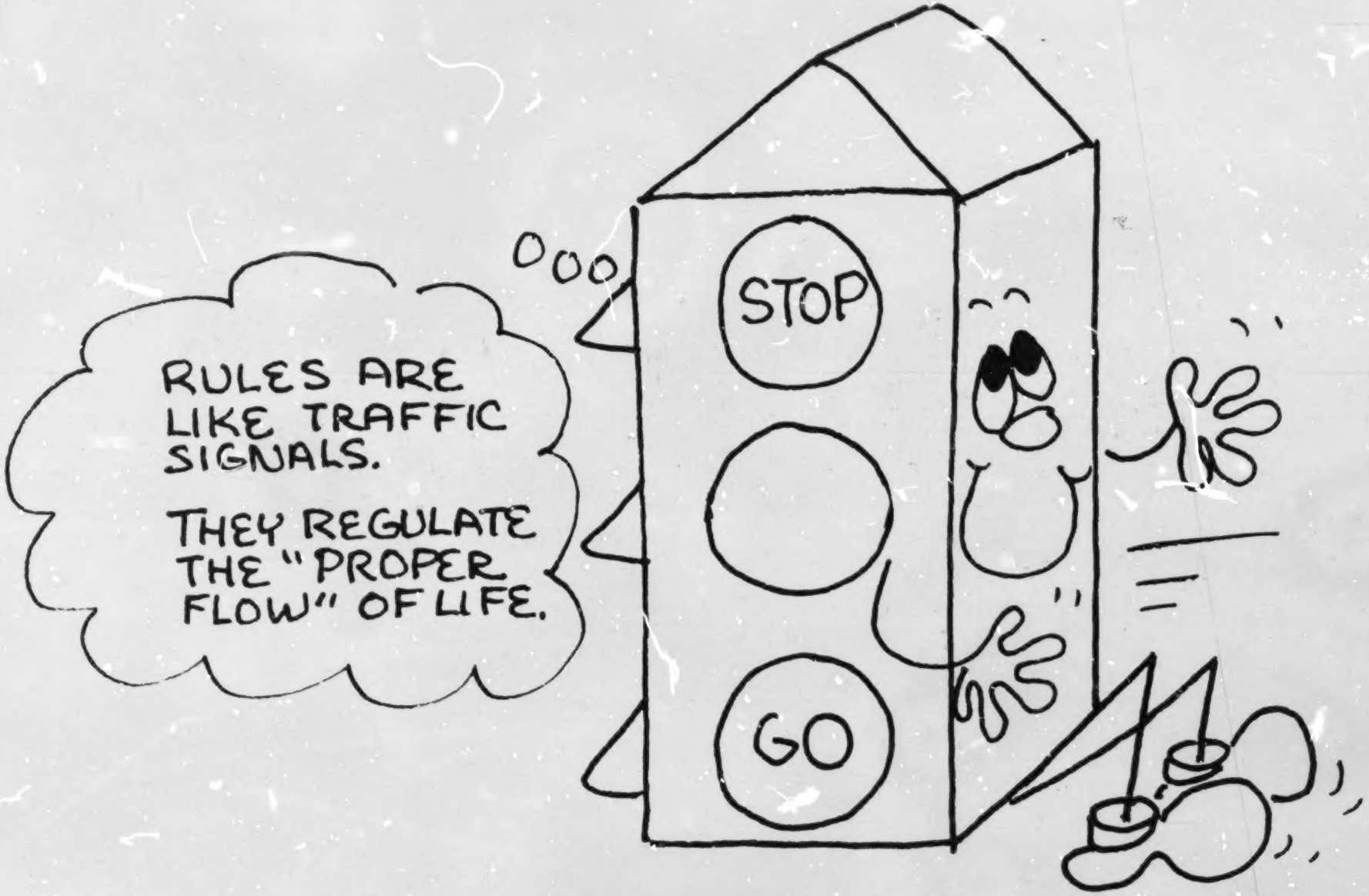
OLE-PLAYING
for
ESPONSIBLE,

IGHT-ON!
ELATIONSHIPS!

LET EVERY MAN
BE MASTER OF
HIS TIME...

Shakespeare

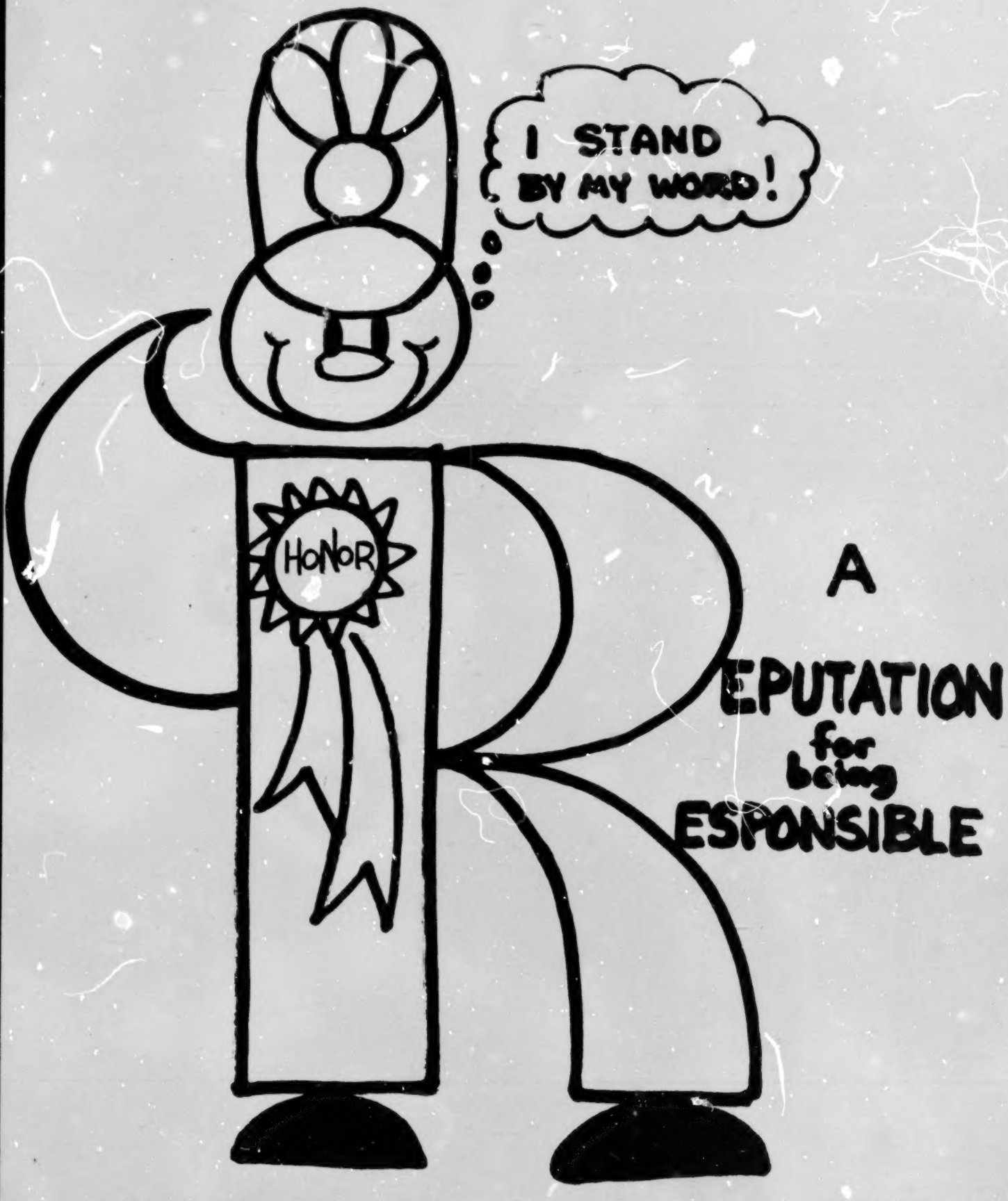

I PROMISE...
CONTRACT
I
Sign
INK


RULES ARE LIKE TRAFFIC SIGNALS.
THEY REGULATE THE "PROPER FLOW" OF LIFE.
STOP
GO

SUCCESS
IS 10%
INSPIRATION
AND 90%
PERSPIRATION.

AN AIM IN LIFE IS
THE ONLY FORTUNE
WORTH HAVING.

ROBERT LOUIS STEVENSON

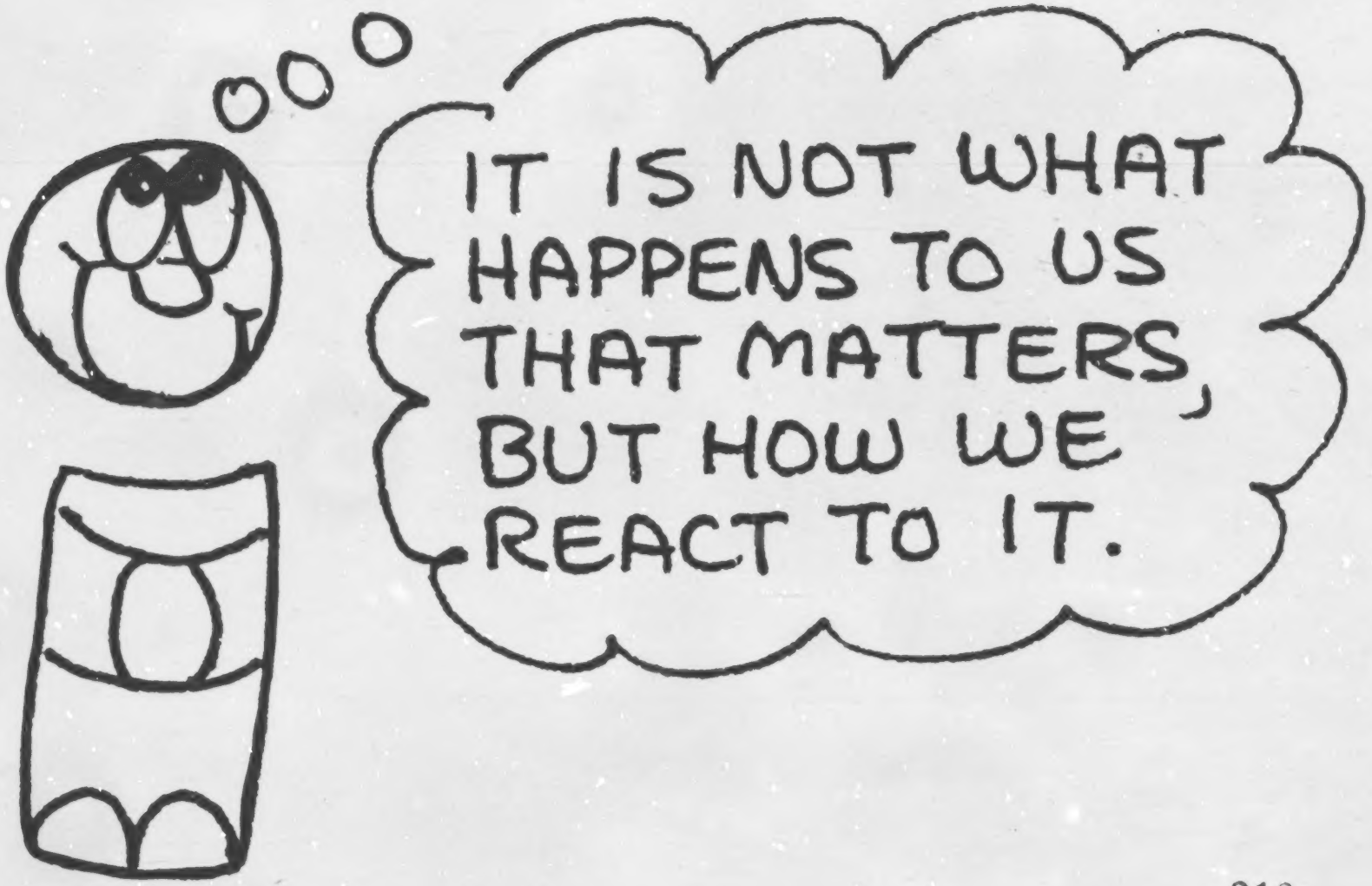

I STAND BY MY WORD!
HONOR
A
EPUTATION
for
being
ESPONSIBLE

FREEDOM

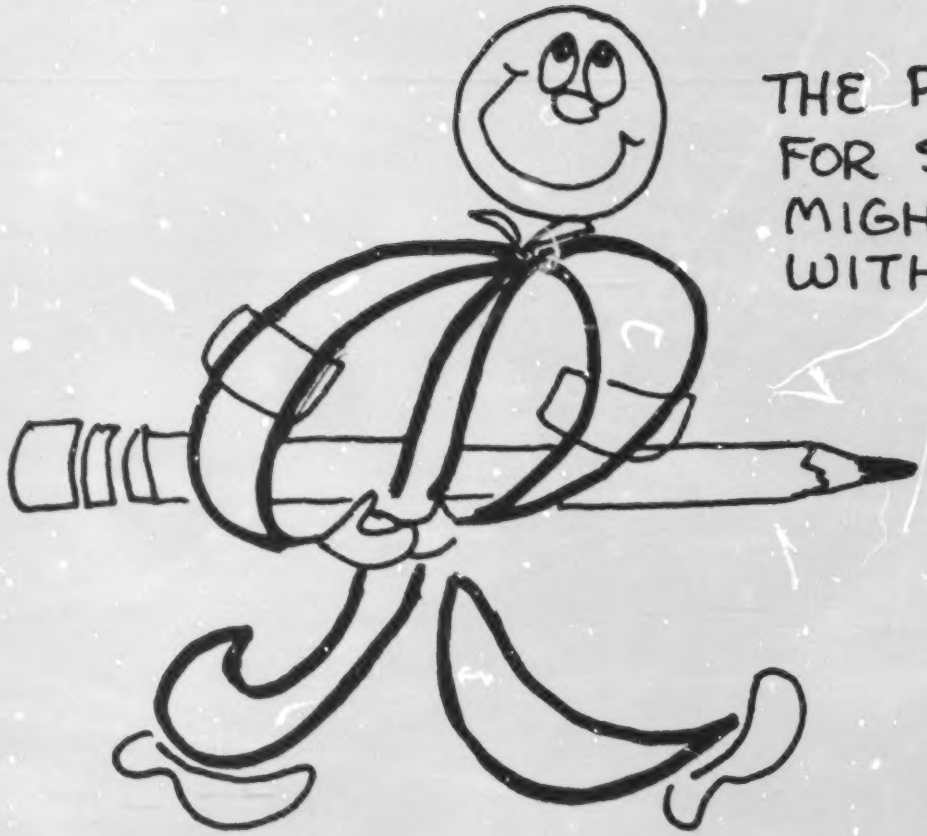
THE "BIG R"
IS PART OF
FREEDOM!

LEARNING AND RESPONSIBILITY GO TOGETHER!

IMPROVEMENT BEGINS WITH


IT IS NOT WHAT HAPPENS TO US THAT MATTERS, BUT HOW WE REACT TO IT.

213



THE PERSON WHO IS WAITING FOR SOMETHING TO TURN UP MIGHT DO WELL TO START WITH HIS OWN SHIRT SLEEVES.